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SOCIAL STUDIES

GRADE IX

Study Guide

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FOREWORD

At the workbench in the school shop or the table in the Home Economics room we learn how to do things, how to handle tools, how to make a good joint, how to bake a pie or make a dress. These skills we take with us from the school out into our everyday life and, when the occasion arises, we can demonstrate our ability to use them. In our Social Studies room there must be the same training in **doing** rather than in just **knowing**. We must not be content with merely studying the lives and actions and thoughts of those who lived before us. We must find out what good qualities of character the good citizen possesses. We must seek for the real purposes of life and having found them we must accept their challenge in trying to live up to their demands. Good citizenship demands a high moral standard based on Christian ideals, attitudes and beliefs. It demands good habits and the kind of behaviour which contributes to social betterment. We must, therefore, make certain that the information, the skills, the influences and the Christian ideals that we acquire in our Social Studies course become **active** in shaping our attitudes and behaviour and in dealing with life situations.

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HOW TO USE THIS STUDY GUIDE

The purpose of this study guide is to assist teacher and student in the organization of the work for the class or the individual student in the revised Social Studies course in Grade 9. Because of the experimental nature of the course and the difficulty in obtaining the required references teachers have felt that they were treading unknown paths. This guide will, it is hoped, provide the necessary direction, assistance and inspiration.

In preparing for the year's work it is suggested that each student obtain a copy of this guide. An analysis of the student activities will reveal that a certain basic library is essential in order to reach the objectives of the social studies; a single basal textbook is no longer sufficient to meet the purpose of the course. Books in possession of the students and those on the classroom shelves will make a good foundation but it is well to check the number and the titles to make certain that there are enough of each to meet all of the requirements.

The **basic library** should have copies of the following:

- (a) *Living in Our Social World*; Quinn and Repke.
- or *Building Our Life Together*; Arnold and Banks.
- (b) *Romance of Canada*; Burt.
- or *Story of Britain and Canada*; Paterson
- (c) *Our Industrial World*; Smith.
- or *World Geography for Canadian Schools*; Denton and Lord
- or *Commercial and Economic Geography*; Morrison
- (d) *Across the Ages*; Capen.
- or *Makers of the Modern World*; Searle.
- (e) *Canada Year Book* (Current Edition)
One copy of this book is sufficient. Obtainable from the King's Printer, Ottawa, price \$2.00
Canada (Current edition). Obtainable from the King's Printer, Ottawa, price 25 cents.
- * *The World of Today*; McDougall and Paterson (if available).

Besides this basic library it is desirable that students have an opportunity to read a **current events magazine**. The one widely used in Alberta is *World Affairs*, a Magazine for Students of Current Events, obtainable from World Affairs Press, 224 Bloor Street West, Toronto, \$1.00 per year.

Although alternatives are given in this basic library list, many teachers will find it advisable to have some of each of the books grouped together. For example, good use could be made of both *Living in Our Social World* and *Building Our Life Together*. The basic library is a foundation on which to build up the Social Studies library with good books from the secondary library list or from lists that may be published by the Department from time to time.

A Plan of the Study Guide.

The organization of the study guide coincides with that of the Program of Studies for Social Studies in Grade Nine. Each problem deals with a significant phase of social studies and the work is organized to utilize and build upon the previous work and the experiences of the student.

Each problem begins with an **overview**, the reading and discussion of which should be a class undertaking. There follows the **pretest** for self-appraisal purposes. Then comes the statement of our **objectives**. These may be the subject of further discussion. The point has now been reached when the work on the problem is to be planned. In the study guide each problem is broken down into three or four conveniently sized **sub-problems**. The outline accompanying each sub-problem is designed not only to suggest new opportunities for learning, to arouse new questions and issues and to stimulate creative ability but it provides an introductory body of material for those schools with less than minimum library facilities or a teacher load too heavy for adequate preparation and planning. Suggestions by students may go beyond the material in the study guide, in which case it can be changed or supplemented as the situation demands.

The **test** following each sub-problem outline can be used at the discretion of the teacher to stimulate thought about the problem, to check existing attitudes toward various ideas brought out in the outline and to reveal information already known by the students about the problem. During this same period of study and discussion when new ideas and new material are being presented, new interests will develop in the individual which will guide the choice of assignments and responsibilities undertaken

Depending upon the size of the class, the classroom facilities for committee work, the size of the library, classroom methods used, etc., either one or more sub-problems may be studied at one time. These same factors will decide the number of the READ, DO, DISCUSS activities undertaken.

The READ activities have been selected to supplement and expand the material in the outline. Alternative readings have been suggested where possible, but students should be encouraged to read some carefully and skim others for specific information if necessary. Reading assignments can be augmented, changed or curtailed according to the demands of the situation. During reading periods the teacher should be prepared to answer questions and make additional reading recommendations for fast readers.

A variety of DO activities has been included to meet a diversity of interest, to provide purposeful activity and to give scope to the creative ability of the group. Some of these will be carried out by the class; others may only serve as a suggestion for activities organized and executed by the class itself.

The success of the DISCUSSION activities will depend to a certain extent on the ability of the

chairman, whether he be student or teacher. All students must be prepared and encouraged to take part in the discussion. The ability to think clearly and to present facts logically in discussion and debate with others is an essential part of the social studies. The activities listed exceed the number that the class will have time to do; hence selection and, possibly, substitution will be necessary.

The study guide in the READ, DO and DISCUSS activities endeavours to provide or point the way to a large variety of experiences from which the student may choose rather than a limited number of compulsory exercises. No class should attempt to do all of the exercises outlined in the study guide. If under READ several titles are listed, each student should read at least one of the selections and if time and the library facilities permit he may read more. In the DO activities the student is expected to do some elementary investigation and research. To assist the young reader comments on procedure and a list of useful books and pamphlets often follow each DO activity. Here again, these are guides and not prescribed or compulsory reading. Reference to one or more will yield sufficient information for the purpose of the activity.

The **notebook** reminder at the end of each sub-section is inserted because notemaking is regarded as an essential classroom activity as well as an important factor in social learning. Although suggestions as to what material should be put into the notebook are listed, it is not intended that notemaking should be made into a formal exercise and a uniform class practice. The notebook should be an individual record of work done. Assistance from the teacher will be necessary, in some cases, both in the matter of organization and in the

selection of material. Notes may be amplified by mimeographed sheets distributed by the teacher. The student should be encouraged to make his notebook a lively, interesting, as well as a useful record.

No more than passing mention will be made of correlation since it is an established practice in the intermediate grades. Under the heading **Things to do in other classes** helpful suggestions have been made.

The **culmination activities** may be treated as both summary and review. They are designed to enable the students to draw conclusions from the problem studied. They should show the student how he can use the new ideas he has acquired and give a sense of satisfaction in having completed a worth while task. From the large number of activities listed a selection can be made to fit the individual needs of the class.

A **bulletin for teachers** entitled *Social Studies in the Intermediate Grades* has been prepared to help teachers clarify their objectives in the Social Studies courses and to suggest suitable methods and classroom procedures. It should be read in conjunction with the Program of Studies and this study guide. Copies of this bulletin are available at the General Office, Department of Education, price 10 cents.

* Although "*The World of Today*" by MacDougall and Paterson is no longer in stock at the School-Book Branch, it has been included in the basic library list and is referred to for alternative reading in a number of places in this guide in order to make use of the copies of this textbook that are still to be found in many classrooms.

INTRODUCTION

(2 periods)

We are commencing the third year of our Social Studies course in the intermediate school. Perhaps we should review the work of the past two years to take stock, so to speak, of what we have accomplished towards a better understanding of the world in which we live.

In Grade VII we studied "Our Country and Its People". Our theme for the year was Canada. We were concerned with an understanding of the historical background of our country and of the ancestry of its peoples. We learned of the early French settlement of Canada, of its subsequent conquest and colonization by the English, and of the great variety of immigrants who pushed into its western plains early in this century. We came to appreciate the diversity of peoples that make up Canada's population and to realize, as well, that Canada is a country of two great cultures, French and British. Our Canadian communities can be, and frequently are, a United Nations in miniature.

Our theme for the year in Grade VIII was "Our Empire and Its Neighbors". We learned that Canada, while being an independent nation in her own right, was a partner in a vast federation, the British Commonwealth of Nations. Our concern in Grade VIII was with the origins of the British Empire, with its growth and development throughout the past four centuries, and with its most recent achievement as a commonwealth of free nations bound together by a common tradition and a single sovereign. The British Empire today ranges from military outposts like Gibraltar to growing and independent world powers like Canada. It touches all parts of the world and is made up of all types of peoples. A parade of citizens from the Empire would include almost every colour, tongue, and religion in our world today. Although this Empire, like all human institutions is far from perfect and is showing the strain of our rapidly changing times, it remains the greatest federation of peoples the world has ever known.

The theme for Grade IX is entitled "Our World Today". Such a theme is much broader and more inclusive than those studied in Grades VII and VIII. Some of the units for this year are world-wide in scope touching on matters that affect the welfare of all nations. Others narrow down to a study of the problems of our immediate communities. However, as the year's work develops we shall note that our interest lies mainly in the problems of modern group living whether the group is our family, community, country or world organization.

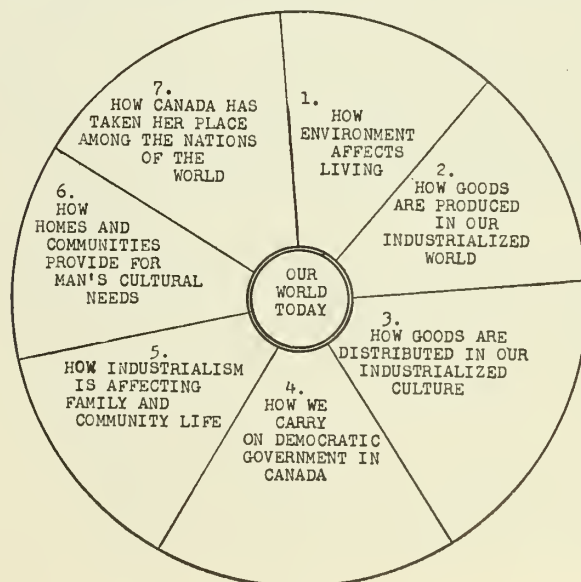
Perhaps we should reconsider what is meant by social studies in order to see more clearly the job that lies ahead. One of the most important tasks that we are faced with as human beings is that of living together. Mankind has developed many institutions or organizations to assist in the task of social living. A few of the more important of these are the family, the community, the state, schools, law courts and churches. The problems

of these organizations in their functioning for better group living is the field of study in the social studies program. Our concern is for an understanding of the business of group living in all its different phases.

Social studies does not confine itself to any one subject in its study of human affairs. It reaches into many areas in order to throw more light on the problem under consideration. Frequently we find ourselves tracing the origins of a problem through the pages of history. Sometimes the facts of geography are necessary to an understanding of the topic. The social science of economics, which has to do with the production and distribution of goods, provides us with a good deal of material for the social studies. The more recent study of sociology dealing with the problems of social growth and change is one on which we draw liberally to help us in our study of group living.

It is not necessary that we remember or understand all these various subjects. The reason for mentioning them is to point out the fields of knowledge touched on in the social studies. Social Studies is a broad course offering a real challenge to students who are interested in people and their problems. To do well in this course we must read widely from many different sources and use our information to do some clear thinking about the complex problems of modern living.

We shall find that the study of industrialism plays a large part in the development of the theme, Our World Today. The broad meaning and effects of industrialism will become clearer as we proceed in the year's work. At this point it is sufficient to say that industrialism refers to the large-scale manufacture of goods. During the year we will study the problems of producing and distributing goods in our modern world. Some time will be spent considering how Canadians govern themselves. The effects of industrialism on modern homes and communities will form the basis for two complete units. Finally we will strive for a clearer picture of the place Canada occupies among other nations in a world so completely changed by modern transportation.



The circle chart on the preceding page will give us an idea of the units used in the development of our central theme. We may refer back to this during our year's work to watch our progress in completing the circle.

Current Events.

A very important part of our work in Grade IX is to acquire an understanding of the news of the day. The daily newspaper brings us facts and opinions on topics of popular interest. Have you ever tried forecasting the headlines of tomorrow's paper? During the past two years nearly every issue has had some story of industrial strife with its strikes and labour unrest. News having to do with the rising costs of living and the difficulties of trade recurs again and again. So too, we are almost sure to find a story about the problems of world peace and the work of the United Nations.

Such reporting of the news indicates that our newspapers or newscasts generally follow a pattern. The pattern is set by the social problems or difficulties that people are having right now. These difficulties may be on a world-wide level, an example of which is the reporting of facts about the Palestinian question or peace in Europe. They may be on a national level dealing with price control in Canada or housing shortages, or they may be problems of community interest such as the building of roads or streets and the establishment of civic centres. Our daily newspaper, in its effort to please the public, includes activities which are

of interest to a great number of people. The sports page is an important part of every newspaper. News of social events, marriages, shows and meetings have a wide appeal and are duly reported.

In order to read the news intelligently we need a broad background of historical knowledge and a keen interest in what is going on around us. We shall, no doubt, skip the news item about India if we have no knowledge of this vast sub-continent with its teeming population and its many economic and religious problems. Canada's shortage of American dollars will mean nothing to us if we have no understanding of the problems of trade with our southern neighbor. The reader who skips every item but the murder stories and the automobile crashes is very much in need of some real training in how and what to read, because it is from books, magazines and daily newspapers that we shall draw much of the information required by our social studies.

In each unit in this year's work there is a great deal of information that will help us to read the newspaper with understanding. With the development of each unit we shall find much in the newspaper that is directly related to the content of the unit. We should study newspapers carefully along with other sources of information listed in this workbook. This will give us the latest and freshest material on each unit and will make us more intelligent readers of and listeners to the daily news.

PROBLEM I

HOW ENVIRONMENT AFFECTS LIVING

1. Overview of the Unit (3 periods).

The first unit or problem in the development of our theme "Our World Today", deals with how our environment affects living. The word "environment" has a special meaning in social studies with which we should become familiar. Part of our environment consists of our physical surroundings, the mountains, plains, rivers, soil, the wealth stored in that soil and the climate. Other environment factors are social. They are to be found in the kind of society in which we live, our governments, our methods of doing business, etc. Environment is partly the product of nature and partly the work of man.

In making a study of our environment we are concerned with those factors which bear directly on living. Certain geographical features such as the surface of the land the natural avenues of travel (rivers), the barriers to movement (mountains), etc., have influenced greatly the way people live. Other factors such as the natural resources and the climate of a region determine how people make a living. These geographical and economic factors in turn influence the kind of **society** or **culture** which people have developed. The culture of a people, which includes their standard of living, their methods of government and intellectual and artistic achievements, may be regarded as the social factor in man's environment.

Unit or Problem I is intended to be introductory to the succeeding units of the Grade IX course. Too much time should not be spent in its development. Our aim should be to review some of the facts of geography learned in Grades VII and VIII, to learn the meaning of certain words that will be used frequently throughout the year and to get a bird's eye view of the work ahead. We shall gain a fuller understanding of some of the points raised in this first unit as the year's work develops. This is, in reality, a **get-acquainted** unit.

Overview Exercises.

These are general activities for the whole class that will assist in the review of the basic facts on world geography:

- (1) On an outline map of the world mark in the continents and oceans.
- (2) Develop a climatic zone map (see *Our Industrial World*, p. 2).
- (3) On a world map outline indicate the great mountain ranges of the world, the deserts, plateaus and plains.
- (4) Write a paragraph discussing the factors determining Alberta's climate. Consideration should be given to prevailing wind systems, altitude, latitude, average rainfall, etc.

The Objective of this Problem.

Every unit in the Social Studies course has certain objectives, that is certain understandings that we should reach during the development of the unit. These statements sum up the objectives for Unit I:

- (1) To review the main geographical features of the continents.
- (2) To acquire a knowledge of those geographical factors that bear on general living.
- (3) To develop an appreciation of the different types of culture man has developed and their relationship to environment.
- (4) To learn and to use a basic social studies vocabulary.

Organizing our Work.

We should spend one or two periods making a rapid survey of the entire unit and organizing our method of attack. How we do this will depend on the size of the class. A large class will develop the material for study and organize committee investigations and pupil reports and other activities under the direct supervision of the teacher. The smaller class will have fewer committee investigations and may limit its survey to short discussions of the contents of the study guide for Problem I. Committee investigations and pupil activities should be planned during the overview and should be selected from those suggested in the study guide. These should be commenced immediately so that they will be ready when the sub-problem is being studied.

The overview is a planning period for the work of the next month, the time required to complete Problem I.

Here are some questions that will assist both the teacher and the class in making the central survey or overview.

- (1) What are the main geographical factors that influence or affect living?
- (2) What social factors determine or affect living?

In our overview we should do the following work:

- (1) Make a survey of the available material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.
- (2) Decide which committee investigations are to be undertaken. These may be chosen from the study guide. Committees may also be selected and commence work immediately in order that their report may be ready at the appropriate time.

N.B. The teacher is referred to the Social Studies Bulletin on the organization of committees. Small classes of from three to five pupils should attempt only three or four committee investigations throughout the entire unit.

Sub-Problem 1

HOW DO GEOGRAPHICAL FACTORS AFFECT LIVING?

(7 periods)

At one time in the world's history man had very little knowledge of the world in which he lived. He knew his immediate neighborhood but did not travel far beyond it. It was not until the time of Columbus in 1492 that the people of Europe, our ancestors, solved the mystery of the broad Atlantic. For many years afterwards the continents of the western hemisphere remained a challenge to hardy and intrepid explorers. Now the sole remaining unexplored frontier lies in the Antarctic where ice and snow have proved formidable barriers to movement.

Over the past four hundred and fifty years the map of the world has expanded to include every existing piece of land. From the flat and narrow map of medieval times it has become the full, round globe that is a miniature of the earth. You have, no doubt, heard the expression used so frequently today that "the Earth has shrunk". And so it has. Or rather, more accurately, man has invented such wonderful means of communication and rapid transportation that distances are dwarfed by his achievements. Our global world today is a golf ball compared to the wide unexplored world occupied by the Ancients.

In achieving this, man has overcome barriers to movement which at one time seemed insurmountable. As his knowledge and means of travel advanced barriers became avenues. The ocean kept men along the shores of Europe for centuries until with increasing ingenuity larger ships were built which turned it into a highway to the new world. Now air travel has surmounted all barriers to movement and has brought every part of the world very close together.

Some understanding of maps will assist us in developing ideas about our world. The only accurate map of the world is the globe. From it we secure accurate ideas on the shape, size and positions of the land masses that are the home of man. However, a globe is not always a convenient or suitable map for our work. Flat maps often give us a better picture of a particular area and provide more detailed information.

The most common map and one most frequently found in classrooms is known as the Mercator projection. This map has been in use since the sixteenth century and has considerably influenced peoples' thinking about our world. We can recognize it readily by the fact that the meridians do not converge to a point at the top (north pole) and bottom (south pole) but are drawn true to scale at the equator and are kept parallel and equidistant at all points. This makes Greenland, for instance, appear as large as the United States on the Mercator projection whereas a glance at the globe shows that the two countries differ considerably in size. The fault of the Mercator map

lies in this tendency to over-emphasize areas at the top and bottom of the world, which gives, as well, a false impression of distances. The virtue of the Mercator map is that the shape of land areas is maintained and it is reasonably accurate for areas close to the equator.

To correct the ideas developed by the Mercator map we should study azimuthal projection maps which show a hemisphere from some particular point. As an example let us take a polar projection. This map is centered at the North Pole and the northern hemisphere is pictured lying on equidistant and enlarging concentric circles which are the meridians of latitude. The virtue of this map lies in the fact that true distances around the globe can very easily be determined. It shows the nations of the Northern Hemisphere to be facing each other across a narrow space of Arctic ice, no barrier in an air age. However, an exclusive study of this map would leave us with some strange ideas as to the shapes of the world's land masses because they lose their proper shape towards the outer edges of the map. We should realize that each map has its purpose which must be kept clearly in mind when it is being used. The importance of the polar projection map is its usefulness in determining air routes. It is an air age map.

Barriers to Movement.

Physical barriers to movement such as mountains, deserts, seas, etc., have always played an important part in the lives of the people. Those who live on the plains where unrestricted movement is possible tend to be nomadic. A good example is the plains Indian of North America who lived an unsettled life moving to new hunting grounds when the necessity arose. The Arabs of the desert, as well, are traditional travellers. On the other hand those who live in the valleys of mountainous regions are confirmed "stay-at-homes" mixing very seldom with outsiders.

Isolation has its influence on peoples' ideas and their way of living. Mountaineers are inclined to be suspicious of strangers and slow to accept new ideas. In fact it is possible for a civilized people cut off by mountain barriers from the rest of the world to lose much of their civilization and to become gradually little more than barbarians. This happened to the mountaineers of the Kentucky hills who have come to be known as "hillbillies". The low standards of living of this mountain people have made them the butt of cartoonists, e.g., Lil' Abner.

Natural Transport Factor.

From the earliest times water has proved an efficient and inexpensive highway for man's use. We know enough of the early history of Western Canada to realize the part our waterways have played in the opening of the West. The early fur traders moved their trading goods in and their harvest of furs out into world markets by means of boats and canoes. The two competing fur trading companies, the Hudson's Bay Company and the North West Company, each had its own

water highway. Forts were strategically situated along these waterways for the convenience of the traders and their customers, the Indians.

People tend to settle around points that are convenient to avenues of transportation. This is particularly noticeable at the entrance to great harbors. Good natural harbors are usually protected from wind, generally open throughout the year, and sufficiently deep to handle large ocean liners. Examples of such harbors are New York, London, Montreal, Liverpool, Hamburg and Vancouver. Here great cities have grown up whose people carry out the many activities connected with shipping centres. If the harbor has a large hinterland (interior), as has New York, which is thickly settled and highly industrialized, it becomes a huge population centre. A city of this type usually becomes a centre of thought and cultural activities as well as the business heart of a great area.

We see instances of this settlement of people around strategic transportation points on a smaller scale throughout our country. Edmonton, situated along the north Saskatchewan river, a mere trading post a hundred years ago, is becoming a great city because of its northern hinterland. Calgary was located many years ago at the confluence of two waterways, the Bow and the Elbow rivers. Cities, towns and villages are located and thrive as transportation centres on man-made or natural highways.

Recent developments in modern transportation may bring interesting changes in established population centres. Water and land travel have dominated the patterns of settlement for centuries. Our world is now entering the air age in which both goods and people will be moved by airplane. This may have a revolutionary effect on areas of settlement and present centres of dense population. Obviously, air-ports may be established at almost any point as air is an all prevailing substance. Perhaps the great air stations of the future will be located along the shortest and most convenient world air routes. Gander Bay, Newfoundland, is an apt illustration. To determine where these lie we must study global geography, for only the globe will reveal true distances around the earth's sphere. The great sailing circle, a factor in navigation that has been used by sailors for several centuries, becomes increasingly important in the air age. The great circle is the shortest distance between two points on a sphere. This does not follow the straight line between two points on a flat map. If we experiment with a globe and a piece of string we shall note that the shortest world air routes tend towards the north. We should become increasingly familiar throughout the year with the facts of world geography as revealed by a study of the globe and of azimuthal projection maps. This information will help us to foresee, to a limited extent at least, possible shifts in population centres within our own lifetime.

Natural Resources.

The material wealth of a nation or region determines the standard of living for the people.

A nation's business and industrial life is based on the wealth stored in and above the earth. This wealth is known as natural resources and it consists of the available minerals, coal, oil, soil, water power, etc. The quality and the quantity of these resources determine not only how people make a living but also how well they live.

Our resources in Canada establish the occupations open to Canadians at home. The coal and oil of Alberta along with its top soil are basic to the industries of mining, refining and farming. In Eastern Canada the soft wood forests combined with unlimited water power provide the resources for the important wood-pulp industry. Mining, too, benefits from the water power converted into hydro-electric power. The eastern and western shores of Canada are important sources of wealth for the fishing industry. Canadians are farmers, ranchers, miners, and woodsmen because our country provides opportunities for the development of industries that provide these occupations.

The resources of a region have an important bearing on how well people live. While it is true that there are many in Canada who may be in need, it can hardly be disputed that most Canadian families enjoy good food and clothing and plenty of living space. That this is so results partly from the fact that our country is richly endowed with natural wealth. The North American standard of living is perhaps the highest ever known in the history of man. Scientific knowledge combined with vigorous effort expended on the development of a fabulous storehouse of natural wealth has made this possible.

High living standards are not, however, entirely due to rich resources. Countries like Denmark have shown what education, industry and thrift applied in an area of limited natural wealth can accomplish. Countries like China, on the other hand, possessing rich resources, yet very little industrial or scientific "know-how" illustrate that natural wealth alone will not result in a high standard of living. The energy and training of a people play a large part in the production of goods.

Only recently in the world's history has man made widespread use of natural wealth to improve his living standards. Top soil, has of course, been used in the production of food and clothing since the commencement of history. The coal and the iron ore of England and Western Europe, however, and the oil of the American plains and the Arabian desert lay in storage for centuries until man had built up the knowledge and technique which enabled him to make use of this natural wealth. The development of modern industry dates back only two hundred years, whereas recorded history covers several thousand. Doubtless, there are today many substances that seem of little value as natural resources which our improved knowledge and technique may prove tremendously useful. Before 1939 uranium deposits in Northern Canada were relatively unimportant; now that atomic energy has been discovered these have become jealously-guarded sources of wealth and power.

Density of Population.

Closely related to living standards is the problem of density of population. Some parts of the world are very thickly settled whereas others have a very sparse population. Density of population is usually measured by the number of people per square mile. This varies from less than two per square mile in the northern stretches of Canada to over 250 in the densely settled areas of Eastern United States, Western Europe and South Eastern Asia and ranging to as high as 713 in Belgium.

The natural wealth of a country influences greatly its density of population. Good soil is still the most important resource providing a living for people. Areas with good agricultural land are usually very thickly settled. The rich soils of China and India have supported a teeming population for centuries. The living standards in these areas are quite low, however, because the population has grown far beyond what the soil can reasonably support; there are too many people in these areas, and too few opportunities for making a living by means other than farming. The societies of India and China are still agricultural. Because they have not progressed far in industrialization they are making only a limited use of the extensive natural wealth that their countries possess. The United States on the other hand, though well populated, has a high standard of living. This country now leads the world in industrialization because it is making full use of its great and varied resources. Both industry and agriculture offer opportunities to those living in its densely settled areas. Resources determine population but living standards depend not only on natural wealth but also on the ability of people to exploit or use this wealth in the production of goods

Climate.

Climate is the second most important factor in determining density of population. By climate we mean the prevailing weather conditions over a long period of time. Any map of climatic regions (see *Our Industrial World*, page 3) will show the great diversity of climatic conditions that exist throughout the world from the polar ice cap of Greenland to the tropical forest regions of Africa and South America. Each region has its peculiar or typical conditions which affect the occupations and ways of living of the peoples who reside there.

Climate has a direct effect on human energy. Medium temperatures over a long period of time, quick changes of temperature and the relative humidity (amount of moisture in the air) either stimulate people to activity or act in an opposite manner. In climatic regions where the temperature is even and inclined to be damp (tropical) people are not forced to expend much energy in making a living and are not likely to develop energy to improve or expand their way of life. In areas, such as the polar regions, whose climate presents a constant challenge to survival, so much time is spent on the struggle for existence that there is little left to devote to an improvement of culture. Those regions in which the climate

is variable with no great extremes of heat and cold and in which humidity is about 60 per cent seem to possess the most ideal climate for the development of an energetic people. Such regions are usually found in the temperate belts of North and South America, Europe and Asia.

It is interesting to note how climate affects our ways of living. The Eskimo frequently covers his log or peat house with snow in winter to keep warm. Sometimes he finds it necessary to transfer his family to snow houses (igloos), when he is forced to move to new fishing grounds. Primitive homes in the wet lowlands of the equatorial regions are built on piling and are open at the sides to give ample ventilation. Here the roof becomes the most important part of the home. Styles of homes differ from place to place among civilized peoples. Home building in California, for instance, is a much different problem from home building in Edmonton.

Climate sets limits on man's occupations and industries. Cotton growing, for instance, takes place south of the 40th parallel of latitude. Hard wheat thrives best on the dry cool plains of the United States and Canada. Certain fruits such as the banana and the pineapple are native to the tropical regions while the wool-bearing sheep does best in dry upland areas. During the year we shall discover many illustrations of the diversity of crops dependent on variations in climate.

Test your understanding of the above overview. Below are a number of incomplete or complete sentences each followed by several possible completions or answers. Find the best completion or answer and put a check mark beside it.

1. The Mercator map distorts the area it depicts by
 - (1) making the meridians parallel
 - (2) omitting the lines of latitude
 - (3) enlarging the area near the equator
 - (4) attempting to show the curved surface of the earth.
2. The air ways above a country are controlled by
 - (1) the United Nations
 - (2) an international commission
 - (3) that country
 - (4) those countries who have signed treaties.
3. The term "our shrinking world" refers particularly to
 - (1) a large number of world travellers
 - (2) a more scientific knowledge of the world's size
 - (3) a greater exchange of goods
 - (4) the saving of time in communication and transportation.
4. The shortest air route from Edmonton to London passes over
 - (1) Montreal
 - (2) Iceland
 - (3) Greenland
 - (4) the north pole.

5. The difficulty in making accurate maps of the earth's surface arises from the fact that
 - (1) information is unavailable
 - (2) the earth is a sphere
 - (3) much of the surface consists of oceans
 - (4) so much remains unexplored.
6. An example of an overpopulated country is
 - (1) Holland
 - (2) India
 - (3) France
 - (4) Canada.
7. Which factor will tend to prevent an increase in population?
 - (1) poor transportation
 - (2) shortage of food
 - (3) strikes and unemployment
 - (4) religious beliefs.
8. Displaced persons of World War II were those who were
 - (1) uprooted by the war
 - (2) failed to find employment
 - (3) opposed the Nazis
 - (4) deserted their armies.
9. The problem of immigration is prominent now because of
 - (1) the world food shortage
 - (2) need for machines and tools
 - (3) changes in our immigration laws
 - (4) the greater number of displaced persons.
10. Which type of area contains the fewest people per square mile?
 - (1) river valleys
 - (2) urban areas
 - (3) desert regions
 - (4) mountain areas.
11. The term climate of an area refers to
 - (1) its average rainfall
 - (2) its average temperature
 - (3) its hours of sunshine per day
 - (4) its prevailing weather conditions over a long period of time.
12. The term "natural resources" refers to
 - (1) food products
 - (2) industrial development
 - (3) labour supply
 - (4) soil, mineral deposits, forests, etc.

We should now further our knowledge of this sub-problem by **reading, investigation, and group discussion**. These are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO, DISCUSS. Under READ are listed the books from which we can get further information. Under DO we shall find suggested topics for committee investigation and under DISCUSS are listed suitable topics for open forum and group discussion.

We must bear in mind that the purpose of this first unit is introductory and that we should not

enter into its study in too great detail. As indicated we should make a selection from the suggested readings and activities. We shall find, as well, much information in the daily newspaper that will supplement our information on the unit. Here are some topics of interest that may appear in the news of the day.

- (1) Immigration problems (e.g. Alberta office in London).
- (2) Irrigation and settlement.
- (3) International water control.
- (4) Transportation problems—e.g. freight rates inquiry.
- (5) Air routes—their establishment.
- (6) Weather and its influence.

Read.

(Any one or more of the following references. The amount of reading will depend on the time and the availability of books).

The World of Today, pages 6-38

Living in the Social World, pages 96-115

Any Geography text dealing with the effects of geography on everyday life.

Do.

Group Activities and Individual Activities (Make a selection according to the size of the class. A small class will choose only one or two committee projects).

1. Prepare a chart or map indicating densely settled areas of the world with reasons for such settlement.

Guide: *The World of Today*

Canadian School Atlas, Dent's.

2. Report on the various factors that are basic to the higher living standards in North America, or Europe.

Guide: *The World of Today*. A chart might be developed indicating the relationship between resources, climate, etc., and living standards.

3. Report on world centres or great cities dependent on one or more geographical factors.

Guide: A committee might deal with three or more of such centres. Make use of such visual aids as charts and maps.

4. Select an area of suitable climate and report on the reasons for its suitability. (e.g. Great Britain, New Zealand).

Guide: *The World of Today*

Our Industrial World

Living in the Social World

Modern World Geography

Use maps and charts.

5. Report briefly on the main resources of Canada and their influence on occupations.

Guide: Consult geographies of Canada. A committee might take three or four of the main resources.

6. Report on the natural and man-made transportation facilities of Canada. (Use a map).

Guide: A brief survey of Canadian waterways and major railroads.

7. Report on air routes of the present and future—e.g. North Atlantic route, North Pacific route, etc. Use the globe to illustrate how distances are cut down by the use of the great sailing circle.

Guide: Secure polar projection maps if possible. Procure information from T.C.A.

N.B. The great sailing route can be determined by placing a string between the two points and extending the string around the globe so that it cuts the sphere in two. The shortest distance between two points is in reality the arc of the great circle which divides the earth evenly into two halves.

Discuss.

N.B. Select one or more of the following topics as a basis for an open forum, panel discussion or class discussion. An open forum is a general discussion led by a member of the class. Some preparation for the discussion should be made in advance in order to get the best opinions.

1. What is a good climate ?
2. Can the Canadian standard of living be improved?
3. Which Canadian city has the best opportunity for growth?
4. Should Canada follow an aggressive policy of immigration?
5. What is the best method of dealing with displaced persons in Europe?
6. Should Canada invest large sums in irrigation projects?

PUPIL'S NOTEBOOK.

Our notebook is an important document in social studies. It is the record of our year's work and should contain (1) Notes on discussions, (2) Summaries of reports, (3) Maps, pictures, charts and diagrams, (4) Essays and paragraphs on social studies topics. We should have in our notebook already:

- (a) A one-page outline of material of the unit.
- (b) Notes on class discussions and lessons .
- (c) Summaries of reports given.
- (d) Summary of reading to date.

Sub-Problem 2

HOW DO SOCIAL FACTORS AFFECT LIVING?

(7 periods)

Culture—Our Way of Life.

We have seen in Sub-problem 1 the effect that geography has on our ways of living. In Sub-problem 2 we are concerned more directly with what is meant by ways of living. Throughout the course this year, there will be frequent references to the word "Culture". As already suggested we shall spend considerable time studying the problems of living in our industrialized culture. We should get some idea of the meaning of the term before proceeding too far in our year's work.

We are all born in a "culture" and our behavior is patterned by it; nevertheless it is not easy to define what a culture is. Perhaps it can be best explained by illustrations. Language is a part of our culture; in fact it is the instrument by which a culture is passed on from generation to generation. Our customs are part of our culture. It is customary, for instance, for a married woman to wear a wedding ring, for a woman to cook and care for the family and for a man to earn the living. Social values and standards are part of a culture. We consider it dishonest to take the property of another person or to lie deliberately. In our civilization or culture a man may be married to only one woman at a time (monogamy). Other cultures have approved plural marriages by which the man is permitted to have more than one wife at one time (polygamy). Our religious beliefs are part of our culture; our ideas, our sentiments, our ways of doing things all constitute an inheritance that has been built up and handed down to us by our forefathers.

It is interesting to think of illustrations that seem so natural to us yet are distinguishing features of our cultural heritage, making our way of living different from that pertaining to other existing or ancient cultures. Some of these are conventions of no great importance; others are the very essence of our civilization. We consider it good manners for a man to offer his seat to a lady in a street-car, to offer to carry her parcels for her, or to doff his hat when meeting her on the street. Our society enjoys or approves of boxing exhibitions where two men pummel each other. The sport of the ancient Romans, however, in which men called gladiators struggled against beasts for the entertainment of Roman citizens would not be tolerated today. We place great emphasis in our culture on the sanctity of human life and the worth of each individual. This, however, does not keep us from going to war and destroying life with terrible efficiency.

Tools, implements and weapons are the products of our material culture. Fountain pens, typewriters, skyscrapers or automobiles are tangible and material evidences of our industrialized culture. In studying cultures of the past, articles of this type such as household utensils and furnishings, weapons, etc., are the means by which

archaeologists (students of ancient cultures) reconstruct the life of the period. Such items of evidence are known in the science of archaeology as artifacts. Most boys and girls in Alberta have themselves found such artifacts of the Indian culture (arrow heads and stone hammers) which existed on our prairies.

We sometimes classify cultures by the predominant characteristic or feature of the way a people live. The Indian culture in Western Canada was that of a hunting people. Other more advanced cultures, in which a people have settled in one spot and lived by cultivating the soil, are called agricultural. Primitive cultures very rarely get beyond the hunting or agricultural stages and do not develop a written language. Civilized cultures become increasingly complex and varied in their accomplishments. They develop higher forms of religion, written records and a breadth of knowledge. We frequently refer to our modern culture as "industrialized" because of the widespread use of the products of industry in our everyday life and the many influences that our highly organized industries exert on our society.

The roots of our culture are buried in the past. The greatest single factor in culture development and change in recent years has been the growth of scientific knowledge. How science and its direct application through invention has changed our ways of living will be dealt with in later units of the Grade IX course. While a gradual change in our culture as a result of invention commenced over two hundred years ago, it has been accelerated to a breath-taking pace in the past twenty-five years. We can, no doubt, think of many illustrations of this such as the automobile, the airplane, the radio, the moving picture and finally atomic energy. Ours is a strange new world with machines that would have seemed fantastic to our forefathers.

Effect of Resources and Climate on Culture.

The culture of a people is frequently influenced by its geographical surroundings. The relationship between the factors in man's physical environment and his ways of living has been suggested in Sub-problem 1. Perhaps we should give some further consideration to this important relationship.

Certain regions, by the very nature of their soil and climate, have been favored in the development of a high type of civilization. That man began his slow climb to finer living along the Nile Valley many centuries ago was not in any sense sheer accident. The mild even climate of this region combined with the rich soil deposited by the annual overflow of the Nile were circumstances that favored culture growth. The problems created in the control of the flood waters and the organization necessary to make effective use of this natural form of irrigation served as a challenge to the efforts of the early Egyptians. The resulting growth of knowledge became the basis for civilized living. The vast stretches of sandy desert bordering this fertile valley provided the isolation necessary for protection per-

mitting opportunity for peaceful development. There are many examples in history in which the factors of climate, resources and natural transport facilities assisted by protective barriers have combined to set the stage for an enrichment of culture. We shall become acquainted with more of these as we progress in our social studies.

Geographical Crisis and Culture.

A crisis in man's physical environment may serve either as a stimulant to culture growth or as a destroyer of culture. Historical records show how long and severe drouths have laid waste areas of fertile soil, depopulating the region and leaving only ruined evidences of man's efforts. On the other hand people may rise to the challenge of crisis to develop new means of control. Knowledge of soil drifting, soil conservation, crop rotation and irrigation have developed directly from the problems of drouth. Those who are familiar with farming methods in Southern Alberta are aware of what has been done there to control soil drifting and conserve moisture. Other forms of crisis such as volcanic eruptions and earthquakes have destroyed cities and laid waste regions that were formerly thriving centres of civilized living.

The Effect of the Distribution of Resources on Culture.

Unequal distribution of resources combined with the varying means of transportation influence the growth of culture. Some countries are rich in coal and iron, others produce food in abundance, whilst others have vast supplies of forest wealth. An exchange of these products along the river and sea highways began early in history. The search for a shorter and safer route to India and the far east which led to the discovery of America, resulted from a desire to secure the silks and spices of the East. Trade between two countries leads to a borrowing of ideas that are stimulating to culture growth. Both countries benefit from the exchange not only by new products but by different ways of living. Great trading centres are usually focal points of culture that lead in the development of new ideas. Such cities as London, Rome, Alexandria and Istanbul, have each played a dominant role as centres of civilization at some stage in history. Geography determines international trade which in turn promotes social growth and change.

Culture and Standard of Living.

The growth of knowledge through experiment and study and its widespread use and application by means of education may help a country to overcome the handicaps of a barren soil. Thrift, industry, and careful planning permit a husbanding of resources to make possible a fairly high standard of living. A limited natural wealth acts as a challenge stimulating people to overcome the handicaps of their physical environment by the resources of the human mind. A strong vigorous culture results. Denmark has been cited as an illustration of a country which through education has raised the living standards of its people. On the other hand relatively rich areas like India continue with low living standards because of

widespread ignorance of the techniques of industrial development. Culture and geography both determine the living standards of any region or people.

The State.

We use the word "state" frequently in social studies. It is a separate and distinct institution which man has created for a special purpose. The term state refers to the law and government of a country, the means by which the government rules and how that government secures its power. Canada, for instance, is a state having a government at Ottawa which is supreme in Canada. This government makes laws and enforces them for the entire Dominion. In Canada, however, the Dominion Government shares the task of ruling with local governments in each province and municipality. The division of authority among these governments is set out in a document drawn up at the time of Confederation in 1867 called the British North America Act.

The state through its government has certain jobs to perform which can be done by no other institution. It protects its citizens from harm by other citizens and it protects itself and its members from invasion by foreign groups. It does this by laws in the first case and by its relations with other states in the second. The modern state, however, performs a wider function than that of protection. Our Dominion Government operates railroads, radio stations and postal systems. It provides family allowances, administers the unemployment insurance scheme, and jointly with the provincial governments and local governments provides old age pensions. The job of government today at both the Dominion and Provincial levels is becoming increasingly complicated.

There are different types of states in the world today, each representing distinct or differing cultures. The democratic states use the ballot box as a means of electing or changing governments. An important function of the democratic state is to safeguard certain rights which are part of our cultural heritage. In a democratic society the individual enjoys the civil liberties of freedom of speech, freedom of religion, freedom of a job, freedom to vote effectively, freedom to hold property, impartial justice and trial by jury and free access to information. As citizens of a democracy we owe to the state obedience to its laws and participation in its political life. Democratic states have two or more political parties giving expression to differing views on government policy within the country. The United States, Great Britain and Canada are examples of this type.

Certain modern states hold elections but give their people no choice as between candidates in the selection of a government. Any government which cannot be changed by peaceful means when public opinion so desires must be classed as a dictatorship. Briefly, a dictatorship exists when power is held by one man or a group of men who

maintain that power by force rather than by free election. The dictatorship state holds that its own welfare is the first consideration and that its citizens serve the state rather than the opposite, as in a democracy. Hitler's pre-war Germany was an excellent example of a dictatorship. Western nations regard the Russian government with its single political party as a dictatorship; another example of a single party state is Spain.

During the year we shall encounter such terms as socialism, communism and private enterprise. These are used so widely in the world today that it is desirable to have some idea of their meaning. They can best be understood by defining briefly functions of states in which these three forms of government or economy exist.

The socialist state is one in which the government has entered into business ownership on a large scale. The railroads, mines, banks and factories instead of remaining under private control have been taken over for government administration. A socialist state such as Great Britain is rapidly becoming may be democratic in spirit and may permit a change in government through election.

Communist states like Russia are similar to the socialist states in that the businesses and industries of the country are owned and operated by the government. Communism, however, achieves this control by force rather than by ballot and establishes a dictatorship to carry out its plans.

In the private enterprise state the ownership and the control of industry and business remain in the hands of private citizens or companies. This type of state is usually a democracy though this is not always the case. Examples of such a state are Canada, United States, France and Spain.

Test your understanding of the above overview. Below are a number of incomplete sentences each followed by several possible completions. Find the one best completion and put a check mark beside it.

1. The chief purpose of government is to
 - (1) guide business
 - (2) regulate population
 - (3) provide employment
 - (4) maintain order.
2. The form of government which requires the greatest degree of participation is
 - (1) democracy
 - (2) socialism
 - (3) dictatorship
 - (4) monarchy.
3. The most powerful and influential factor in the life of a people is its
 - (1) race
 - (2) mental ability
 - (3) culture
 - (4) physical characteristics.

4. The richest, fullest culture is the one which
 - (1) borrows most from others
 - (2) rejects foreign ideas and practices
 - (3) concentrates upon its own development
 - (4) opposes new notions.
5. The free enterprise system rests upon
 - (1) small co-operatives
 - (2) price-fixing laws
 - (3) government assistance
 - (4) freedom of economic opportunity.
6. The culture of Canada today is classified as
 - (1) agricultural
 - (2) hunting
 - (3) industrialized
 - (4) primitive.
7. The general effect of international trade on the culture of a country has been to
 - (1) stimulate it
 - (2) destroy it
 - (3) make it very conservative
 - (4) replace the old with a new one.
8. The term "state" in Canada refers to
 - (1) the office of the prime minister
 - (2) the parliament in London
 - (3) the law and government of Canada
 - (4) the chief of the R.C.M.P.
9. The state in Canada undertakes certain tasks for the people. Which of the following does it not do?
 - (1) It protects its citizens from foreign invasion.
 - (2) It provides postal services.
 - (3) It provides social services.
 - (4) It protects and controls our culture .

Read.

Read one or both of the following references. Make a brief summary of your reading for your note book.

Living in the Social World, pages 115-136

The World of Today, pages 6-38

Any Geography text dealing with the geographical influences on culture.

Do.

1. Report on some such primitive culture as that of the Indians of North America indicating type, artifacts, etc.

Guide: This should not be extensive but might be an organization of facts to indicate their way of life, e.g. homes, religion, customs, briefly their culture .

2. Select some ancient culture such as that of the Egyptians and show how geography influenced its development.

Guide: This might be a report on the geographical factors influencing living in the Nile Valley. Consult Grade X Social Studies library.

3. Prepare a chart and a report on some evident changes in our culture brought about by science and invention .

Guide: This report could be built around a chart illustrating such inventions as the automobile, airplane, radio, etc. that have affected our culture.

4. Select some area such as China or India and show how its standard of living is affected by geography and culture.

Guide: The relationship between density of population and standard of living should be indicated. Many of your conclusions will have to be developed through discussion with your teacher.

Discuss.

N.B. You may have already developed a good topic for group discussion. In case you have not here are some suggestions. Use the open forum or panel discussion or class discussion method. A panel discussion is carried on before an audience by a small group who are prepared to bring out the various ideas on the point under discussion. The audience participates after the panel has finished the main development.

- (1) How can science overcome geographical handicaps in unproductive regions?
- (2) Should wealthier nations assist backward peoples in raising living standards?
- (3) What is our idea of the job of government in the Canadian state?
- (4) Should the state own industries and businesses?

REVIEW OF UNIT OR PROBLEM

(3 periods)

We have completed our reading, reporting and activities on Problem 1. It would be well to review the work of the unit having in mind the objectives as stated in the beginning. Two or three periods spent in discussion and testing would be a profitable culmination for the Unit or Problem.

The questions after each objective will help us to review facts and to clarify our thinking about the unit.

Objective No. I—A REVIEW OF THE MAIN GEOGRAPHICAL FEATURES OF THE CONTINENTS

- (1) Can you name the main land and sea masses that comprise the earth's surface?
- (2) Can you locate the mountain areas of each continent, the plateaus, plains and deserts?
- (3) Are you familiar with the zones of climate, tropical, sub-tropical, temperate, arctic, etc?
- (4) Do you know the way to find the shortest air distances around the globe by the great sailing circle method?
- (5) Do you know what azimuthal and Mercator projection maps are? What are the special virtues and weaknesses of these two projections?

Objective No. II—A KNOWLEDGE OF THOSE GEOGRAPHICAL FACTORS THAT BEAR ON LIVING

- (1) What is the effect of a geographical barrier or lack of such barriers on social living?
- (2) How do transportation facilities affect settlement?
- (3) In what way may the air age alter settlement patterns?
- (4) How do natural resources affect our occupations and standard of living?
- (5) Is our standard of living dependent entirely on natural wealth?
- (6) What is the relation between density of population and natural wealth?

Objective No. III—AN APPRECIATION OF THE DIFFERENT TYPES OF CULTURE MAN HAS DEVELOPED AND THEIR RELATIONSHIP TO ENVIRONMENT

- (1) Can you explain in general terms the meaning of the term "culture"?
- (2) What influences have natural resources and climate on culture development?
- (3) How does culture influence standards of living?
- (4) What is meant by the term "state"?

Objective No. IV—THE DEVELOPMENT OF A SOCIAL STUDIES VOCABULARY

Can you use the following words or phrases in a sentence? They are key words in the understanding of this unit. The meaning of many of these terms will become clearer as the year's work proceeds. Do not spend too much time on them right now.

- | | |
|---|------------------------------|
| 1. Natural resources. | 12. Geographical factor. |
| 2. Azimuthal projection map (polar aspect). | 13. Social factor. |
| 3. Barriers to movement. | 14. The state. |
| 4. Great sailing circle. | 15. Communism. |
| 5. Standard of living. | 16. Socialism. |
| 6. Industrialism. | 17. Private enterprise. |
| 7. Density of population. | 18. Civilization. |
| 8. Climate. | 19. Democracy. |
| 9. Culture. | 20. Dictatorship. |
| 10. Artifact. | 21. Party states. |
| 11. Physical environment. | 22. Multiple party states. |
| | 23. Mercator projection map. |
| | 24. Plateaus. |
| | 25. Isolation. |

PUPIL'S NOTEBOOK.

Your notebook should contain:

- (a) Summary of reading
- (b) Summaries of committee reports
- (c) Notes on lessons and class discussions
- (d) Pictures and charts relevant to unit
- (e) Maps relevant to unit.

In bringing the work on this unit to a close we shall recall that our problem was to gain some ideas on how our ENVIRONMENT AFFECTS LIVING. We should not have spent more than a month in the study of this problem as the succeeding units enlarge on its understanding. It is sufficient that we have gained some idea of the relationship between the way we live and our physical surroundings.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Question	1	2	3	4	5	6	7	8	9	10	11	12
Page 10	1	3	4	3	2	2	2	1	4	3	4	4
Page 14	4	1	3	1	4	3	1	3	4			

Audio-Visual Aids obtainable from the Audio-Visual Aids Branch, Department of Education.

Accounts of life in various countries may be found in the geographical part of the Social Studies section, pages 18 to 23 in the *Classification List for 16mm. Films* and on pages 18 to 25 in the *Classification List for Filmstrips*. Refer also to

the subsection on Indian Life in the Filmstrip Classification List. Besides these the following titles may be found of value.

16mm. Films:

Andes, The (Koda), T-408.
Backward Civilization, A, T-459
Dwellers in Hot Wet Countries, T-38
Earth, Surface and Climate, Q-98
Eskimo Arts and Crafts, T-49
Eskimo Summer (Koda), T-450
Father Nile, T-442
Giant People, A, T-473
How a Desert People Live (Sahara, Turk-
estan, Gobi), T-447
How a Hunting People Live, T-448
Jungles of the World, T-446
Life in the Antarctic, T-449

Our Earth (World Geography), T-76
People Who Live in a Crowded Valley, Q-55
People Who Live in the Arctic, Q-135
World We Live in (The Planet, Earth), T-276

35mm. Filmstrips:

Clearing the Slums, P-416
Dwellers in the Desert, P-401
Evolution of the English Home:
Pt. 1. Stone Age to Roman Occupation,
P-779
Pt. 2. Anglo-Saxons, P-780
Pt. 3. Middle Ages 1066-1485, P-781
Pt. 4. Tudor 1485-1603, P-782
History and Development of Agriculture,
P-843
Homes of Many Lands, P-404

PROBLEM II

HOW GOODS ARE PRODUCED IN OUR INDUSTRIALIZED WORLD

Overview (2 periods)

Has it ever occurred to you that the working man in Canada today lives more comfortably than kings and lords lived three hundred years ago? Compare for a moment the modern comfort of your home with its central heating, electricity, gas and modern plumbing, many labor-saving devices, restful furniture, radio, the excellent food you eat, the well-made clothes you wear in summer and winter, the car and the many opportunities for recreation you enjoy, with life in a royal castle about 1650. True there were many servants but they were not as efficient as the machines and public utilities that serve you today. The rooms were spacious but often bare and cold and the furniture while ornate and well made, was not as comfortable as yours. The king's musicians and players could not compete with the radio that brings you programs from several continents. Travel by the best horse or carriage was nothing short of an ordeal so rough were the roads, whereas you may go in ease and comfort by road, rail or air wherever you wish. This comparison could be carried to great length if every aspect of life were compared. Sufficient has been said to prove the point. Carry the comparison further if you will. If life today is more agreeable for the working man than for kings in past ages, imagine the vast difference between that of the working man then and now!

What is it that has brought about this tremendous change? It is the Industrial Revolution. Man's inventive brain has created machines and discovered new powers to work for him, to produce an abundance of the material things he needs, tools, food, clothing, shelter, recreation. From small beginnings in the eighteenth century machines have grown not only in size but also in usefulness, so that machines can now perform the most delicate and complicated tasks. And improvements and new inventions continue to be made.

As machines become more efficient and production increases so the need for raw materials and the exploitation of the natural resources studied in Problem I grow. Working alongside the inventor is the scientist who invents new processes and discovers new and wonderful things such as atomic energy in newly explored scientific fields.

The Industrial Revolution moved industry from the small shop and the home, where the handworker produced his goods before the arrival of the machine, to the large factory to which hundreds and then thousands of workers came daily to operate machines and to handle the large volume of goods now being produced. This factory system of manufacture gave rise to many serious social and economic problems. Workers had to live within walking distance of the fac-

tories. Cheap, crowded and unhealthy living quarters met the demand and imposed on following generations the task of slum-clearance. Factory owners exploited labour to the full using women and children as well as men, paying the lowest wage possible and demanding long hours of work often under dangerous and unhealthy conditions. Champions of the factory worker such as Owen, Place and Shaftesbury, strove for better working and living conditions. Labour unions were organized by the workers themselves to look after the interests of the worker. Government was prevailed upon to pass laws to protect the worker from exploitation. These and other forces have abolished child labour, improved housing conditions and given the worker better wages, working conditions and shorter hours.

The building and operation of large factories require the investment of large sums of money. Large scale production has been the means of creating the wealth that has in turn financed production on an even larger scale. The industrialist or factory owner may have sufficient money of his own to finance his business or he may form a company or a corporation of several persons with capital to invest. If the business is enlarged and more capital is required than the owners possess, they may borrow from the bank or they may sell shares in the business to whoever has small or large sums of money to invest. Behind these few simple facts of finance lies a network of involved economic factors that are fundamental to the economic well-being not only of province and nation but the whole world.

Lastly, there are the political aspects of large scale production and the factory system. The craftsman working at home or in the small shop usually owned his own tools and plant, whereas the factory worker owned nothing but his ability to handle a machine and to earn a daily or weekly wage. From the discontent surrounding the lot of the worker arose the question of rightful ownership of industry. Should industry be run for the profit of the owner or owners or should industry be publicly owned? Those who favoured the latter idea were called socialists while the former believed in free enterprise. The significance of these two political viewpoints has already been discussed in Problem I.

Pretest.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
- (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. The many material comforts enjoyed by Canadian people may be attributed to the Industrial Revolution.

2. We must now look to machines to solve all man's problems.
3. The machine is capable of producing all the goods man requires. It is man's problem to find a more adequate and just means of distributing these goods.
4. The building of slums was the fault of the factory worker.
5. Child labour is no longer a problem in Canadian industry.
6. The term "labour" generally refers to the amount of work done by a machine.
7. The financing of a large industry is seldom done from the pocket of one individual.
8. Production requires the co-operation of labour, capital and nature or land.
9. Government in Canada has taken no steps to control industry.
10. The contest between private ownership and public ownership of large industries is now a matter of great importance and one on which all should be informed.

The Objectives of the Problem.

From the overview we should have gained a general picture of the problem ahead of us. In other words we know **what** we are to study. The objectives listed below tell us **why** we are to study this problem.

1. To understand how certain raw materials are made into finished goods.
2. To appreciate the effects of the increasing use of machines on our everyday life.
3. To find out how the world's natural resources are distributed geographically and the relation of this distribution to world peace.
4. To appreciate the influence of science in relation to the world supply of food and clothing.
5. To understand something of the large-scale business organizations necessary for the mass production of goods.

Organizing Our Work.

Each new problem faces us with the task of organizing our work. We must find out what material is available and, if necessary, what pamphlets and booklets must be sent for or collected. This can be done by checking the suggested reading in the study guide with the material in the library. The amount of research, investigation, reporting, discussion and other activities will depend upon the size of the class. The study guide offers a large selection of activities to choose from.

The following questions will assist in organizing the work on the problem into conveniently sized sub-problems.

1. How has the Industrial Revolution affected the production of goods?

2. How has the workman adjusted himself to the new working conditions of the machine age?
3. How has modern science improved our food and clothing?
4. How is the large business enterprise financed and organized?

N.B. The teacher is referred to the bulletin, *Social Studies for the Intermediate Grades*, for data on committee organization.

This overview should not take longer than three or four periods.

Current Events.

In the industrial world new inventions, new scientific discoveries, new processes, new materials, new models, etc. make their appearance frequently. New situations arise on the labour front. Governments are required to make new laws to meet new industrial conditions. These are some of the things we should look for in current events. They will mean more to us now that we have studied the historical background of these developments and problems.

PUPIL'S NOTEBOOK.

At this point we should have a brief outline of the problem to be studied and a list of available references and other useful material in our notebook.

Sub-Problem 1

HOW HAS THE INDUSTRIAL REVOLUTION AFFECTED THE PRODUCTION OF GOODS?

(5 periods)

The iron and steel industries hold a place in industry today similar to that of the forest in the dawn of the Industrial Revolution. In those days ships, carts and carriages (transportation) were made chiefly of wood; houses, bridges and other building (construction) were built largely of wood or stone; the early machines such as the spinning jenny, and sources of power such as the water wheel and the windmill were wooden structures; and above all the small quantity of iron then in use depended on wood to supply the charcoal used to smelt iron. The uses to which wood was put in those days could be multiplied. There is little wonder that in spite of the importation of wood, supplies were getting low in England as the demand rose. The wood shortage was met by Abraham Darby of England who began to use coke, made from coal, to smelt iron. That was back in the years around 1720. From then on iron and later steel began to replace wood in the uses mentioned above.

The iron produced by the Darby process was a brittle cast iron. Improved and increased production came about fifty years later with the "puddling" process which removed the impurities in the iron that made it brittle and the use of rollers that speeded production. As production increased so the demands for iron grew. Modern research and experiment have greatly improved on these early beginnings so that from the modern blast furnaces in operation day and night pour millions of tons of iron to supply the tremendous demand for this most widely used metal.

Steel, a substance of greater strength than iron, is made from purified pig iron to which other substances have been added. The story of steel is, in some respects, similar to that of iron. Back in the 1760's a small amount of steel was being produced by the crucible casting process, an invention of Benjamin Huntsman. About one hundred years later Henry Bessemer introduced a new and far cheaper method. Bessemer steel because of its strength and low price was used for making machinery, rails and ships. Other improved processes have followed and new steels and steel alloys are making possible the high-speed engines used in airplanes, automobiles, locomotives and in many types of stationary machinery.

Because iron and steel are so essential in this machine age deposits of iron ore are very important to the economic well-being of a nation. However, in order to build up a large iron and steel industry such as we find in Germany, Great Britain and the United States, conveniently situated and large supplies of coal and lime stone are essential as well as good transportation systems and ready markets.

Canadian Iron and Steel Industry.

Although very small quantities of iron were mined and smelted in Quebec province from the eighteenth century up until 1911 this industry showed little development until very recently.

Deposits of iron ore in Canada have been known to exist for some time but until 1939, when iron ore was mined in Ontario, ample supplies at low cost were available from the United States and Newfoundland. Rich deposits are now being worked at Steep Rock Lake, 135 miles west of Port Arthur, Ontario, and recent discoveries of large deposits of iron ore in the Quebec-Labrador Boundary region have assured Canada of a plentiful supply of iron and a flourishing industry when fully developed.

The story of iron and steel is only one chapter of the long and fascinating history of the Industrial Revolution and the large-scale production by the use of machines resulting from this revolution. The stories of other industries take us to different countries and show us different men working on new problems and yet there are notable similarities in these stories. They show us the inventor making new improved machines; the scientist experimenting and exploring the unknown paths of science to find new processes and new uses for raw materials; the prospector searching for hidden sources of raw materials; the industrialist building factories at points convenient to raw materials, good transportation, labour supplies and ready markets for the finished goods. Briefly, the history of production is the picture of man's skill, genius and craftsmanship in discovering and making use of raw materials and scientific principles.

Large scale or mass production can be kept up only so long as there is a large demand for the goods produced. The demand for any finished article depends upon many factors, some of which are, the quality of the goods, the price, competition from similar articles made by other firms, the need for the article, the ability of the public to purchase the goods. The producer cannot control every factor that affects the demand for his goods but he will, in the country where free enterprise exists, turn out goods of a quality and price that meet the approval of the public.

Test your understanding of these paragraphs. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
- (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. Since the Industrial Revolution steel has largely replaced wood in ship building and construction.

2. Before the invention of steel it was impossible to erect large buildings.

3. The expansion of the iron industry resulted from the discovery and use of coal.

4. The factory system refers to the concentration of industry into large plants in which machines have been set up for large scale production.

5. Bessemer introduced an improved process for the production of steel.

6. Large scale production depends solely upon the presence of adequate supplies of raw material.

7. The scientist plays an important part in production.

8. Canada has now taken a leading position amongst iron producing nations.

9. Agriculture has not been affected by the Industrial Revolution.

10. Mass production has resulted in a more even distribution of the world's goods amongst the working people.

Class work should now continue with an appropriate selection of activities from the **READ**, **DO** and **DISCUSS** suggestions which follow.

Read (one or more of the following).

Building Our Lives Together, pages 137-148

The World of Today, pages 106-114

Living in Our Communities, pages 294-304

Living in Our Social World, pages 370-375

Our Industrial World, pages 204-207

The Story of Britain and Canada, pages 120-129

Do.

1. Report on one or more of the following:

(a) Pioneers of Electricity.

(b) The Story of the Cotton Industry.

(c) The Story of Coal.

(d) The Story of the Automobile.

(e) The Paper Industry.

(f) Modern Farming.

(g) The Story of the Sewing Machine.

Guide: *Makers of the Modern World*

Encyclopedias

Our Industrial World

Pamphlets and booklets published by any of these industries.

2. Make a time chart showing the important inventions and industrial processes that contributed to the Industrial Revolution during the period 1700-1850.

Guide: *Makers of the Modern World*.

3. On outline maps show by picture, diagram or words the location of the industries you have studied.

Guide: *Dent's Canadian School Atlas*

World Geography

Our Industrial World.

4. from tables in the *Canada Year Book* draw a graph to show the growth of any industry you have studied.

Guide: *Canada Year Book 1947*

Iron Production, page 459

5. Make a frieze showing the development of an industry from domestic to factory production.

Guide: Textiles from spinning wheel and hand loom to wool and cotton mills. The car industry from the 1890's to the present day with production figures.

Discuss.

1. How has the Industrial Revolution helped to give the worker a better standard of living?

2. Compare the life of the housewife of about 1700 with that of the housewife of today. Bring out the advantages and disadvantages belonging to each period.

3. What factors are essential to the building up of industry? Will Canada become a great industrial country?

Words and terms to remember.

Mass production, domestic system, factory system, raw materials, process, textiles, Industrial Revolution, transportation, deposits, alloy.

PUPIL'S NOTEBOOK.

This should now contain:

(a) An outline of the sub-problem.

(b) List of available references.

(c) Notes on reading done.

(d) Notes on topics developed in class.

(e) Clippings from newspapers of items dealing with production.

(f) Copies of maps, charts and diagrams made in class.

Sub-Problem 2

HOW HAS THE WORKMAN ADJUSTED HIMSELF TO THE NEW WORKING CONDITIONS OF THE MACHINE AGE?

(5 periods)

One of the saddest chapters in the history of mankind is that which relates the story of the factory worker in the early years of the Industrial Revolution. The new machines designed to produce wealth and save labour brought neither to the worker, in fact, they brought poverty and day long drudgery of the worst kind. The wealth went into the pockets of the land-owner and the factory owner. Generally, the master took no responsibility for the welfare of his workers. He engaged them at the lowest wage, sometimes for no more than \$1 a week and kept them working at the machines up to sixteen hours a day for six days a week with little or no consideration for their safety.

These conditions were bad enough for the adult; it was a still graver wrong to work children, as they did in many factories, until worn out, bullied, and underfed many died of cholera and typhus in the dirty living quarters provided for them or were maimed and killed by the machinery. Child labour was not something that began with the factory system. Hitherto children, who, we must remember, were not sent to school as we are today, were expected at an early age to work for their support. But they had worked with their parents much as boys and girls help with the chores on the farms in Alberta. Under these conditions they were treated with parental kindness, such as it was, whereas in the factory they were treated harshly by brutal foremen whose task was to get the work done. And so we find children from five to thirteen working up to sixteen hours a day, standing or stooping and growing deformed at the machines, taking their scanty meals as they worked and living uncared for in filthy, overcrowded barracks. The children given the worst treatment were the pauper children from the workhouses. These were children who had been orphaned or were abandoned by their parents and had become a public charge. Most of us know what these workhouses were like from the story, *Oliver Twist*, told by Charles Dickens. Many boys like Oliver, who were glad to leave the workhouse, were sent to the cotton mills in Lancashire or even worse to the coal mines and an even more unhappy existence.

Such conditions could not pass unnoticed by men with noble principles and sympathy for their fellow creatures. Robert Owen, a successful cotton manufacturer was one of these. He proved that the cotton mill could be run profitably by employing no child under ten years of age and by reducing the hours of work. This was a step in the right direction, and through the example and efforts of Owen a bill was passed in parliament in 1819 restricting child labour. Other legislation followed through the century so that today child labour in industry has been abolished and

by the provisions of the Alberta Labour Act no person under fifteen years of age may be employed "in or about the premises of any factory, shop or office building."

Trade Unions.

New conditions require new laws. Every year our governments at Ottawa and the provincial capitals are revising old laws and making new ones to meet new situations. The Industrial Revolution brought rapid and far-reaching changes in almost every aspect of life in England which the law was not prepared to handle. A new class of wage-earner, concentrated in large towns and cities, had speedily grown up, but the laws governing the fixing of wages, etc. belonged to the age of craftsmen and hand-workers with the result that the new factory worker was exposed to hardships and injustices from which the law did not protect him. The story of the trade union tells us how the mass of helpless workers organized themselves into strong unions to bring about improved conditions for the worker.

Early union activities took the form of small friendly societies which paid out sick benefits and met quietly to discuss employment and wage problems. Some angry mobs of discontented workers took 'direct action' against their employers smashing machines and burning down factories. Appeals to the government were often disappointing and slow in bringing results.

When small trade unions attempted to combine into one big union the Combination Laws were passed to prohibit such a union. Six farm labourers of Tolpuddle were transported in a convict ship to Australia for encouraging trade unionism amongst agricultural workers.

Times were hard during the years following 1815 which saw the defeat of Napoleon. Food was expensive, work was hard to get and there was a great deal of poverty and unemployment. The government kept order with a firm hand and dealt sternly with any movement that created further unrest. But step by step the workers, led by men like Owen, Lord Shaftesbury, Cobbett, Hunt and Place who were studying not only labour problems but also parliamentary representation, gained the privileges they fought for. First the Combination Laws were repealed in 1824. Trade unions were made legal within very narrow limits. Next Robert Owen attempted to organize one big union. The Grand National Consolidated Trades Union was formed in 1836 but broke up shortly afterwards through lack of experienced organizers. But the idea lived on. The next forty years were filled with labour unrest, with employer and worker at odds with each other. Then in 1867 a Royal Commission was appointed to enquire into the trade union movement. A series of Trade Union Acts, 1871-1875, followed, which recognized the principles and methods of the trade union, including the right to strike and collective bargaining. Other laws have since been passed to extend or restrict the power of the trade union and today the union claims to be able to speak

for the workers and great power has been gathered into the hands of union leaders such as Lewis and Petrillo in the United States.

In Canada the growth of the trade union has kept in step with developments in Great Britain and the United States. There are local, federal and international trade and labour unions active in our country.

Labour problems are strictly provincial responsibilities looked after by the provincial Department of Labour. In Alberta our labour laws are now combined in what is called The Alberta Labour Act. There is a Department of Labour at Ottawa that deals with Dominion labour problems and co-operates with provincial governments when required. At present its biggest job is the administration of the Unemployment Insurance Act which provides for unemployment benefits to many thousands of workers throughout Canada.

Other Laws that Help the Worker.

The Alberta Labour Act mentioned above deals only with the regulation of working conditions and represents the advances made to protect the interests of the worker. There are a number of other Acts that contribute towards the same thing. The Workmen's Compensation Act provides benefits for workers who are injured at work or who contract a disease through the nature of their work. Dependents also receive pensions in the case of the death of a worker. Children's Allowances are paid by the Dominion government to parents with children. To mothers who have lost their husbands Mothers' Allowances are paid. Orphaned children, like Oliver Twist, are now cared for by the government. When the worker reaches the age of seventy and is no longer able to work he is entitled to a small pension from the government.

Life for the worker tends to become more and more secure as new social legislation is passed to give him better protection from unemployment, sickness etc. and better services to make life more purposeful and enjoyable.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The machine was not a labour-saving device for the factory worker in the early years of the Industrial Revolution.
 2. The educational opportunities we have today would not be possible without the machine.
 3. Many children had to work a century ago because of the low rates of wages paid to the workingman.

4. Robert Owen set a good example by trying to improve the lot of his employees.
5. The government was anxious to help the poor worker in the early days of the Industrial Revolution.
6. Child labour in factory, shop or office is illegal in Alberta.
7. Trade unions were organized to improve working conditions for the worker.
8. The Combination Laws were made to allow smaller unions to combine into one big strong union.
9. In Canada trade unions are organized on a local, dominion and international basis.
10. The Dominion government is responsible for all labour problems in Canada.

Students may now continue with a selection of the following activities. The class in consultation with the teacher will decide which can best be carried out.

Read (one or more of the following).

The World of Today, pages 164-180
The Story of Britain and Canada, pages 129-134
Building Our Life Together, Chapter VIII
Living in the Social World, pages 370-382

Do.

1. Prepare reports on one or more of the following reformers: Owen, Place, Shaftsbury.
Guide: *Makers of the Modern World Encyclopedia*.
2. Report on child labour and the means taken to abolish it.
Guide: *Makers of the Modern World*, Chapter 10.
3. Report on the growth of the trade union.
Guide: References in READ activities.
4. Invite a local labour union official to speak to the class about the work and aims of his union.
5. Gather from newspapers and magazines items dealing with any current labour problem. Make up reports dealing with both sides of the problem and the attitude of the government towards the problem.
Guide: Daily newspapers and magazines such as Maclean's.
6. Make a time chart in the form of steps showing the important legislation that brought about improved conditions for workers in England and Canada.
Guide: These steps may be noted in the reading and discussion and filled in as they crop up.
7. Report on the main provisions of the Alberta Labour Act.
Guide: *Our Provincial Government The Alberta Labour Act*, King's Printer, Edmonton, price 50 cents.

Discuss.

1. How has the trade union helped to get a square deal for the worker?
2. Is the strike the best means by which labour can settle its differences with employers?
3. What steps have governments taken in Canada to make life more secure for the worker?

Words and Terms to Remember.

Child labour, trade union, employee, employer, Unemployment Insurance, Alberta Labour Act, machine age, security, Workmen's Compensation, strike, lockout, picketing.

PUPIL'S NOTEBOOK.

This should now include:

- (a) A brief statement of the sub-problem.
- (b) Notes on work developed in class.
- (c) Notes on reading done.
- (d) Copies of or notes on reports given in class.
- (e) Copies of maps, charts and diagrams made by the class.

Other Things to Do.

Literature—*Oliver Twist* by Dickens

Read —*The Song of the Shirt* by Hood
—*Peter Grimes* by Crabbe.

Sub-Problem 3

HOW HAS MODERN SCIENCE IMPROVED OUR FOOD AND CLOTHING?

(5 periods)

When dad and the boys go duck hunting or the family makes a fishing trip of their summer holiday or mother organizes a berry-picking picnic they are making food gathering a sport or pleasant pastime. For the cave-dweller many thousands of years ago, for the Red Indian in what are now the prairie provinces a little more than one hundred years ago, and even for those hardy pioneers, who first settled in this province, hunting and fishing and berry gathering were a means of livelihood. The buffalo supplied the needs of the Indian just as today the large departmental store supplies us with what we need. Man has searched the world over for good things to eat and wear, science shows us how to improve growth and select the best for our purposes and machines help to increase production and to fill the stores with the articles of food and clothing we now use.

Food.

During the hunting stage man was a food gatherer. He roamed the forest and plain hunting, fishing, and gathering roots and berries. Life depended on his ability as a hunter. It was a hard life and only the strongest survived. Later man settled in one place, planted crops, tended his flocks and life became easier. This is the pastoral stage and the beginning of farming. For many years the large majority of men lived on the land. The population grew and man improved his methods of farming. New crops such as the potato were grown. New and better breeds of cattle were developed. But winter or a poor harvest brought famine and distress because methods of food preserving and storage were not what they are today. Meat was salted, smoked and dried and made palatable by cooking with spices. We should consider the food of the people in those days very monotonous and not always very tasty.

The Industrial Revolution brought workers from the land into growing towns and cities. The diet of the factory worker with a small weekly wage and spells of unemployment and no wages was poorer than that of the peasant on the land. The cheap food in the towns consisted chiefly of white bread, poor quality jam and tea.

With the growth of great industrial cities in Europe and elsewhere came the migration of millions of settlers to the great plains of the United States, the prairies of Canada, the bush land of Australia and New Zealand and the South African veldt all of which were to become the store houses of the world. Railroads and huge, fast ships fitted with refrigerators for perishable goods were built that could carry foodstuffs to almost any corner of the globe.

For that fine meal we find on our table when we return home from school we owe a great debt

to the scientist. Working in the laboratories of food manufacturers, on experimental farms, in private laboratories and universities are men and women like Burbank and Saunders who are devoting their brains and energy to the development of better types of food plant, better wheats, better fruits, etc., better methods of food preservation, better methods of cooking and the serving of meals, better methods of growing food crops and raising cattle, better methods of conserving the natural resources that affect our food supplies, etc. Our studies will bring us into contact with some of the men and women responsible for this very important work.

We in Alberta may be fortunate enough to sit down to three good meals a day but we should remember that if such is the case we belong to that 25 per cent of the world's population that enjoys adequate food. The rest of the people on this globe have insufficient or inadequate food or are living in a state of semi-starvation. Hunger, we are told by reliable observers, is at the heart of the world's troubles. To cope with this vast problem the United Nations has set up an agency known as the Food and Agriculture Organization. Under the guidance of Sir John Boyd Orr the great humane task of relieving the hunger of Europe and filling the rice bowl of Asia has begun. Much remains to be done before food production can catch up with the growth of the world population and an adequate means of distribution has been designed to ensure sufficient food for all human needs.

Clothing.

The Industrial Revolution is usually associated with the textile industry because many of the early machines, the spinning jenny of Hargreaves and the power loom of Cartwright belonged to the textile industry. There was rapid development in the types and weaves of the fabrics woven from the natural fibres of cotton, wool, linen and silk. Into the making of these materials the designer puts a great deal of skill and artistry. The scientist, the inventor and the artist have combined their skills to place in the shops an abundance of beautifully designed and coloured fabrics.

Of growing importance and of particular interest so far as our work is concerned are the man-made fibres. Over two hundred years ago scientists and naturalists watching spiders and silkworms spinning their fine threads had foreseen the possibility of analysing the composition of this insect-made thread and making a machine to do the job of the insect. Not until 1885 was such a process perfected when Count Hilaire de Chardonnet took out a patent in England to manufacture artificial silk. This new fibre was made by forcing nitrocellulose through tiny openings. New processes have since been discovered for the manufacture of this artificial silk which is now called rayon. It is an inexpensive fibre which takes dye readily and is now used very extensively in the clothing industry.

A recent development in the textile industry which owes its origin to the scientist is the manufacture of nylon. The manufacturing process of nylon is very similar to that of rayon but the materials used are different and the nylon fibre is much stronger. It is, in fact, stronger than silk and can be drawn into very fine threads to make the sheer nylon stockings now fashionable.

The manufacture and use of other new man-made fabrics such as plastics should be investigated.

Read (one or more of the following).

The World of Today, chapters 18 and 19
Our Industrial World, chapters 16, 19, 31, 32
World Geography, see index.

Do.

1. On an outline map of the world show the location of wool, cotton, linen and silk supplies and the centres of important textile industries including rayon and nylon.

Guide: *Dent's School Atlas*
World Geography for Canadian Schools.

2. Prepare a bulletin board on one or more of the following:

The canning industry
 Pasteurization of milk
 The story of rayon
 The story of nylon.

Guide: *Story of Nylon Yarn* (C.I.L. Kingston, Ontario)
Commercially Canned Fruits (American Can Co., Hamilton, Ontario)
The Preservation of Food (Heinz Co.).

3. Write a report on the work of one or more of the following persons, stressing their contributions to the scientific development of food and clothing: Burbank, Saunders, Carver, Pasteur, DeKruif.

Guide: *Encyclopedia*.
 References in various texts.

4. Write a class report on one or more of the following:

The Story of Nylon
 Irrigation in Alberta
 The Story of Wheat
 The Story of Pasteurized Milk.

Guide: *Story of Nylon* (C.I.L. Kingston, Ontario)
Tap the Water (Department of Economic Affairs, Edmonton).
Protecting the Community's Milk Supply (Department of Health, Edmonton)
Pasteurized Milk (Display on loan from Department of Health, Edmonton).

Discuss.

1. Can the work of an organization such as the F.A.O. help to bring about a peaceful world?
2. Do those who are responsible for setting the fashion in boys' and girls' clothing today use scientific principles or are they chiefly concerned with making something attractive?

PUPIL'S NOTEBOOK.

This should now contain:

- (a) A brief outline of the sub-problem.
- (b) Notes on reading done and lists of references.
- (c) Notes on points developed in class.
- (d) Notes on reports.
- (e) Newspaper or magazine clippings of items on new developments in the field of food and clothing.

Sub-Problem 4

HOW IS THE LARGE BUSINESS ENTERPRISE FINANCED AND ORGANIZED?

(5 periods)

All of us, at some time in our lives, have sauntered through a large departmental store stacked with attractive new goods of all kinds, or have inspected a large factory, industrial plant or large farm comprising huge buildings and wonderful modern machinery, etc., and have speculated on the enormous amount of money that must be tied up in these big concerns. We have seen how these large-scale businesses have grown up as bigger and better machines are invented and improved processes discovered. Now we are going to study briefly the organization of these large concerns, for without skilful business management they would not stay in business.

Many of the terms used to describe business organizations are everyday words that we see and use and hear without considering their meaning. We send our orders to T. Eaton Company. We hear on the radio "this is the Canadian Broadcasting Corporation." We are told that Bill Schneider and Charlie Brown have gone into partnership in the local garage. The partnership, the corporation and the company are types of businesses that we are to investigate to see how they work.

1. Jock Gordon owns the local general store. He runs the store to meet the requirements of his community and carries on his business to the best of his ability. In good times he prospers and in poor times business is bad. He carries only a small stock in his small store and he does not make enough to enlarge his business. Jock Gordon's store is an example of a type of business ownership known as the **single proprietorship**.
2. At Schneider and Brown's garage we have the case of two men pooling their resources and setting up in business. One building and one set of equipment serves the two men. There is a saving on the amount invested in plant and on the running expenses. Profits are generally shared according to the amount that each partner has put into the business. If Schneider and Brown have entered into a **general partnership** then each is liable for the debts of the firm. It is possible to arrange an agreement whereby certain of the partners have only a limited liability. This is called a **limited partnership**. If Charlie Brown's uncle should invest some money in the garage and receive part of the profits without taking on active part in the management, he would be called a silent partner. One serious drawback to a partnership is the possibility of a disagreement between partners over business deals which might lead to the breakup of the partnership and the business.

3. Was there such a thing as a large business organization before the Industrial Revolution? Well, we have certainly heard about the Hudson's Bay Company, and the East India Company. These were large trading companies and the forerunners of the large businesses of our own times. These, we noted, are called **companies** and **corporations**. A corporation or incorporated company is a name granted by law to a business concern. Persons wishing to form a corporation, whether large or small, for profit or for charitable purposes or for one of the many reasons that corporations are organized, apply to the government for a charter, stating the name, purpose and location of the firm, names of directors, amount of capital and so on. If the charter is granted the concern can go ahead. Money is invested by a small or a large number of **stockholders**. A **board of directors** is chosen by these stockholders to operate the business. If it is an industrial concern the directors engage experts to run the factory. The profits of the corporation are paid out in **dividends** to the stockholders. There are many other details in the organization of a corporation but these need not concern us now.

Some of the important differences between the corporation and the sole proprietorship and the partnership should be noted. The stockholder risks only the cost of his shares in the company. Whether it fails or prospers that is the amount of his liability, whereas Jock Gordon, or Schneider and Brown are responsible for all debts incurred in their businesses. Secondly with more persons putting money in the corporation a larger business can be organized.

A further step in the organization of big business is the combination of corporations into **trusts** and **cartels**. These have become so powerful in certain countries that governments have intervened in the interest of the public to loosen their hold on industry.

4. A further type of business organization that we are familiar with in Alberta is the **co-operative**. Starting with a small group of Lancashire weavers in Rochdale who felt that the profits of wholesaler and retailer were sending up the prices of goods beyond the pocket of the poor factory worker, the co-operative has grown until today the Co-operative Wholesale Society rivals in size the largest commercial enterprises in the world and the idea has spread to every corner of the globe. For some enthusiasts the co-operative is more than a business organization; it is a way of life. The principles on which co-operation is based are democratic control, sharing of savings and profits and a low fixed rate of interest. The customers as share-

holders have a voice in the conduct of affairs; they receive the profit back on the goods sold to them by the co-operative store and rates of interest on money invested in the co-operative are fixed at a low figure so that there is little speculating in co-operative shares.

There are four types of co-operatives:

- (a) The retail store or consumers' co-operative.
- (b) The co-operative industry, factory or farm or the producers' co-operative.
- (c) The marketing co-operative.
- (d) The co-operative saving bank or credit union.

5. Lastly there are such **government enterprises** as the Post Office, the Alberta Government Telephones, T.C.A., C.N.R., and many more. These supply essential services to the public and are not necessarily run to make profits. They are said to be publicly owned because they are businesses financed from public funds, money collected by the government in the form of taxes from the public. In Great Britain today some of the basic industries and services such as coal-mining and railways have been taken over by the government and there is a tendency to increase the number of publicly owned industries and services. Such is the policy of the socialist. Opposed to this are those who believe in free enterprise with as little government control as possible.

Test your understanding of the above paragraphs. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. Large-scale industry depends as much upon skilful business management as it does upon skilful technicians and up-to-date machinery.
 2. The partnership type of organization is superior in every way to the single proprietorship type of business.
 3. A corporation is a group of wealthy men with interests in big business.
 4. There were no large business organizations before the Industrial Revolution.
 5. The co-operative has some characteristics of a partnership and some of a corporation.
 6. Government steps to prevent the formation of trusts and cartels are a good thing.
 7. The co-operative movement is largely supported by the working man.
 8. The Post Office and other government enterprises are run strictly for profit.

9. The large corporations do not benefit the worker in any manner.
10. Socialism favours government ownership of the key industries and services.

Read (one or more of the following).

The World of Today, chapters 10 and 14
Building Our Life Together, pages 153-160
Living in the Social World, chapter 19

Do.

1. List examples of the various types of business organizations to be found in your community.
 Guide: Make a local survey.

2. Write a report on one or more of the following government enterprises showing the services rendered and if possible the profits or losses made: Post Office, T.C.A., C.N.R., Alberta Telephones.

Guide: *Reader in Canadian Civics*
Canada Year Book
T.C.A. Handbook.

3. Write a report on the growth of the co-operative society.

Guide: Co-operative Pamphlets, Department of Industry and Labour, Edmonton.

4. Write the story of a local co-operative from a local survey.

Discuss.

1. Discuss the advantages and disadvantages of the single proprietorship and the partnership.

2. How does big business benefit the workingman?

3. Do co-operative societies give services equal to those rendered by private business enterprises?

Terms to Remember.

Single proprietorship, partnership, corporation, stockholder, directors, dividend, co-operation, investment, limited liability, charter, consumers' co-operative, producers' co-operative, marketing co-operative, credit union, government enterprise.

PUPIL'S NOTEBOOK.

Notebooks should now contain:

- (a) An outline of the sub-problem.
- (b) Notes on reading done.
- (c) Notes on topics developed in the class.
- (d) Notes on reports delivered in class.
- (e) Copies of charts, diagrams, etc., made while studying this sub-problem.

Culmination of the Problem (3 periods).

We found it necessary to break our problem up into a number of sub-problems for the convenience of study. Having examined several sides separately we should now attempt to fit our studies together and so view the problem as a whole. This will involve the pooling of all knowledge gained in committee work. Written reports, booklets, lists of references, scrap books, maps, magazines and references should be placed on the shelves of the classroom library where all members of the class can see them. Perhaps a class period should be devoted to a review of all work done, with explanations by committee members, to make certain that the whole class is familiar with it. A large bulletin board display covering the entire problem might be made and set up in the hall.

The objectives of the problem should be re-read.

1. To understand how certain raw materials are made into finished goods.
2. To appreciate the effects of the increasing use of machines in our everyday life.
3. To find out how the world's natural resources are distributed geographically and the relation of this distribution to world peace.
4. To appreciate the influence of science in relation to the world supply of food and clothing.
5. To understand something of the large-scale business organization necessary for mass production of goods.

Concluding Activities

Our review of the whole problem can be carried out very well by the discussion of general topics related to the above objectives. Small groups can have round table discussions and large classes open forums led by the teacher. These activities, topics for which are listed below, will enable us to use the knowledge we have gained by our study and investigation of the problem.

Objective No. 1.

1. Why are the iron and steel industries of such importance in large-scale production?
2. What benefits do we receive from large-scale production?
3. Why do we still prize hand-made articles?

Objective No. 2.

1. What machines do we use in the course of an ordinary day in our lives?
2. Have machines caused permanent unemployment or have they made more opportunities for employment?
3. Has man learned to make the best use of the machine yet?

Objective No. 3.

1. Which are the countries richest in natural resources? Is there a high standard of living in those countries? Compare standards of living in a wealthy country with those in a poor country. What must accompany natural resources in order to have a high standard of living?
2. What world organization is attempting to relieve world hunger? How is it being done? What share is Canada taking in this work?
3. Will a more even distribution of the world's goods help to establish world peace?

Objective No. 4.

1. What contributions has science made to clothing?
2. Are we better fed today than were our ancestors one hundred years ago? Give reasons for your opinions.

Objective No. 5.

1. What types of business organization have you encountered? From your experience in making purchases what advantages and disadvantages do you see in the small store run by the owner and the large departmental store?
2. Is our government justified in placing certain controls and regulations on industry?
3. Do you favour private enterprise or publicly owned enterprise?

Writing Activities.

Write a short essay on any of the following topics:

1. Describe a Day in the Harvest Field in 1848 and a Similar Day One Hundred Years Later.
2. A Novel, Poem or Film in Which the Evils of the Industrial Revolution Are Revealed.
3. One of the Champions of the Workers I Should Like to Have Met.
4. How a Recent Strike Affected Our Community.

5. How Wise Legislation Makes Life More Secure for the Worker.
6. How Our Local Co-operative Society Works.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Questions	1	2	3	4	5	6	5	8	9	10
Page 18	A	D	A	D	A	D	A	A	D	A
Page 20	A	D	A	A	A	D	A	D	D	A
Page 23	A	A	A	A	D	A	A	D	A	D
Page 27	A	D	D	D	A	A	A	D	D	A

Audio-Visual Aids obtainable from the Audio-Visual Aids Branch, Department of Education.

Films and filmstrips illustrating production and working conditions in various industries will be found in the subsection, "Industries, Products, and Mechanical Improvements", pages 25 to 29 in the 16mm. *Films Classification List* and pages 28 to 29 in the *Filmstrip Classification List*. In addition the following titles may be found of value:

16mm. Films:

Industrial Revolution, T-75
Luther Burbank, Q-252
Man Who Changed the World (Hargreaves—Spinning Jenny), T-254

35mm. Filmstrips:

Industrial Revolution: Coal Mining
Historical (Part 1), P-907
Historical (Part 2), P-908
Contemporary (Part 1), P-909
Contemporary (Part 2), P-910
Industrial Revolution: Gas Industry
Historical (Part 1), P-817
Historical (Part 2), P-818

PROBLEM III

HOW GOODS ARE DISTRIBUTED IN OUR INDUSTRIALIZED CULTURE

1. Overview of the Units (4 periods).

In Problem II our concern was with the production of goods in the modern world. We saw the various steps through which a product passes before it is ready for use. We learned the changes that have taken place in the methods of producing goods since the beginning of the Industrial Revolution. We studied, as well, how modern science was improving both the quality and quantity of many of the things we use today.

In Problem III we are interested in another phase of meeting the wants of people—that of **distribution**. The steps in distribution involve transporting the goods and making them available to **consumers** throughout the nation. An automobile moving off the assembly line in Windsor, while it is a finished product ready for use, is of little value to a farmer living in Waskatenau, Alberta. It must be transported, stored, serviced and displayed before the farmer is able to choose it as the product most useful to him for business or pleasure. The wheat of Western Canada as it rolls from the spout of a combine is produced but it must still be distributed by storage companies, railroads, ships, and marketing agencies to the miller who puts it through its final stages of production for the consuming public.

In reality distribution is another step in the production of goods, for articles cannot be called finished products until they are in the hands of those who use them. But the distribution of goods creates so many problems distinct in themselves that a special unit is devoted to their study. These problems have to do mainly with **transportation** and **trade**.

In Unit I we studied very briefly the influence that transportation has had on our ways of living. Natural transport facilities such as rivers and ocean highways helped to determine areas of settlement. They acted as links between communities of people, making possible an interchange of goods and ideas. Modern industry with its inventions has extended the services of these natural highways to a degree unimaginable to our ancestors.

In this unit we must devote some time to a consideration of the great changes in modern transportation and their resulting influences on our culture.

Transportation and trade are so closely linked in our society as to be almost inseparable. Trade between communities or nations is possible only by adequate transport facilities. Trains, ships, and trucks and airplanes are engaged in moving goods from one place to another in the **endless process of exchange**. The very existence of our communities is dependent on the flow of goods that makes up our volume of trade.

There are evidences of the importance of trade in every community. Most communities in Alberta are trading centres for the rural settlements around them. The stores, elevators, transport companies, railways, specialty shops, etc., are all concerned with the distribution of goods. Huge trains carry the products of Alberta farms and forests eastward while others bring back the manufactured products from the industrial sections of Canada. Have you ever visited a port of entry from the United States, such as Coutts? It is interesting to watch the customs officials check through the contents of a transport truck crossing the boundary with its load of goods. These border towns are focal points for the flow of goods between Canada and United States. More interesting still is to stand on the wharf of a great harbor like Vancouver and watch stevedores (harbor workmen) unload the cargo of a liner or tramp steamer. Bales of goods from the Orient, from South America, or from Europe are whisked from the holds of these ocean carriers to the store rooms and loading platforms of the harbor. Think of the numbers of people who are occupied in the business of distribution—trainmen, seamen, stevedores, truck drivers, salesmen, clerks, executives, aviators, elevator agents, wholesalers, merchants, insurance brokers—the list goes on and on, for modern society must exchange goods or perish.

Since trade is such an important part of our modern culture we should have a clear understanding of its basic problems. As Canadians we are interested in learning the scope of our trading areas. Consideration of these leads us out around the globe, for we shall find that trade in its widest sense is international. Canada has many customers all over the world. The avenues of Canadian trade cross every ocean and lead to the world's many harbors both great and small on every continent. A knowledge of the geography of trade routes is necessary in understanding the problems of distribution as they affect our country.

We find within our country conflicting opinions with respect to the control of trade by the State. This clash of ideas is especially marked when the problems of **international** or **foreign trade** are considered. Some people believe that trade between Canada and other countries should be entirely free with no duty or limitation placed on it by the Government. Others consider that certain products should be kept out of the country or that importers should pay a high duty thereby raising the price of the article. Such a policy would protect certain Canadian products from foreign competition though it raises the price to the Canadian consumer. Oleo-margarine, for instance, is a product that may not be imported into Canada or manufactured here because of the effect its sale might have on the Canadian dairy industry. Consideration should be given in this unit to the century old controversy over restricted trade for Canada.

The Objectives of This Problem.

The following statements set out the aims and objectives in the study of this unit. A study of

these objectives will help us in organizing our study of the unit.

1. To develop an appreciation of the great changes made in transportation and communication through science and invention.

2. To acquire an understanding of the functions of trade in normal living.

3. To develop a knowledge of the geography of trade.

4. To review the historical controversy over unrestricted trading in Canada.

Organizing Our Work.

We should spend one or two periods on making a rapid survey of the entire unit and on organizing our method of attack. How we do this will depend on the size of the class. A large class will develop the material for study and organize committee investigations and pupil reports and activities under the direct supervision of the teacher. The smaller class will have fewer committee investigations and may limit its survey to short discussions of the contents of the study guide. Committee investigations and pupil activities should be planned during the overview and should be selected from those suggested in the study guide. These should be commenced immediately so that they will be ready at the time the sub-problem is being developed.

The overview is a planning period for the work of the next month, the length of time required to complete Problem III.

Here are some questions that will assist both the teacher and class in making the central survey or overview.

I. HOW HAVE SCIENCE AND INVENTION ALTERED AND IMPROVED TRANSPORTATION AND COMMUNICATION?

II. HOW HAS TRADING BECOME AN IMPORTANT PART OF SOCIAL LIVING?

III. HOW HAVE CANADA AND OTHER COUNTRIES DEALT WITH THE PROBLEM OF FREE TRADE?

In our overview we should do the following work:

1. Make a survey of the available material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.

2. Decide which committee investigations are to be undertaken. These may be chosen from the study guide. Committees may also be selected and work commenced immediately in order that their report be ready at the appropriate time.

N.B.—The teacher is referred to the Social Studies Bulletin on the organization of committees. Small classes of from three to five pupils should attempt only three or four committee investigations throughout the entire unit.

Pretest.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

(A) If you think the statement agrees with the ideas expressed in the above paragraphs.

(D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. In the problem before us the term distribution refers to the movement of goods from producer to consumer.

2. Without modern methods of transportation the Canadian west could never have been opened up for farming as it is today.

3. Transportation is still one of Alberta's biggest problems, because goods produced there must be sent long distances, at great cost to customers willing to buy her goods.

4. Foreign trade means trade between nations. Trade between Canada and the United States is an example of foreign trade.

5. Free trade refers to gifts that one country makes to another country that is in distress.

6. Home industry is protected by imposing a tax or tariff on foreign goods. This policy meets with the approval of every Canadian.

7. Generally speaking the value of imports should equal the value of exports. Canada's recent American dollar shortage is the result of a greater flow of goods from the United States into Canada than the flow from Canada to the United States.

8. Canada's foreign trade does not affect the life of the ordinary individual in Alberta.

9. Because it is believed that a better and fairer distribution of the world's goods would make a happier world the United Nations has organized agencies to assist world trade.

PUPIL'S NOTEBOOK.

A brief summary of the overview should now appear in the notebook.

Terms you should understand:

Consumer, transportation, trade, exchange, international, duty.

Sub-Problem 1

HOW HAVE SCIENCE AND INVENTION ALTERED AND IMPROVED TRANSPORTATION AND COMMUNICATION?

(7 periods)

The story of transportation is a fascinating record of human achievement. Doubtless you have made studies of "transportation through the ages" in Grades V or VI. It will be necessary to review some of the highlights in this story and to indicate possible prospects for committee investigation.

What was the most important invention in the history of land transportation? Your immediate response very likely is to think of some such recent invention as the airplane, or the automobile. However important these recent inventions, perhaps the most outstanding of man's achievements was the invention of the **wheel** some five thousand years ago. The inventor's name is lost in antiquity but we do know that the Sumerians, living in what is known as Asia Minor were the first people to make use of the wheel about 3000 B.C. Fifteen hundred years later the invention had found its way into the Egyptian civilization along the Nile Valley.

Improvements in land transportation for centuries were little more than new types of two and four wheel vehicles and better roads. The Romans were outstanding road builders whose achievements remained unmatched until MacAdam of Scotland developed a tar covered (macadamized) road in the early 19th century. The next revolution in land transportation came with the invention of self-propelled vehicles. The steam locomotive and the automobile are products of the scientific thought and industrial "know-how" which are the distinguishing features of the Industrial Revolution. The last two centuries might be called the "Iron Age" because of the widespread use of this metal in all branches of industry. Certainly modern transportation devices could not be made until mankind had become highly skilled in the use of this sturdy material.

The story of sea transportation reveals a similar record of achievement. Water from the earliest times has proved a more satisfactory transportation medium than land since the track is a gift of nature requiring no upkeep. Man made use of its services early in his history for moving himself and his goods from place to place. The advances here have been changes in method of power, from human muscles to wind to steam. The modern liner with its luxurious fittings and its fast service is a product of modern industry in the **Iron Age**.

The high point in man's achievements in the field of transportation is his conquest of the air. Since the earliest civilization the problem of flight has presented a fascinating challenge. Almost every culture has its legends of people who flew by means of magic or by imitating birds. Magic carpets are part of the poetry and imagery of many civilizations.

But neither poetry, magic nor wishful thinking could achieve the most superb of man's accomplishments. A fund of knowledge plus a variety of materials were essential in the development of the airplane. It is significant that it is the most recent of man's achievements in transportation. Leonardi da Vinci as early as the fifteenth century foresaw the possibility of flight in the airship he designed on paper. Before his ideas became the reality achieved by the Wright Brothers, five centuries had elapsed with a tremendous growth of scientific knowledge through research and experimentation.

All these inventions have led to a revolution in transportation in the past two hundred years. This revolution has been part of an unprecedented industrial expansion. It is difficult to determine whether better transportation has been a result of a greater amount of goods to move or whether more goods resulted from better transportation. Perhaps it is sufficient to say that along with new methods of production came facilities for the more effective distribution of the products of field and factory.

One can immediately think of numerous illustrations. The invention of refrigeration has made possible cold storage in both trains and ships. The chilled meat of Argentine reaches the tables of England fresh and pure. Perishable fruits from tropical regions, through rapid transportation, add to the variety of diet in northern countries. It was not feasible to grow wheat in Western Canada until railroads were constructed which could be used for the distribution of wheat to world markets. The iron ore of the Mesabi range in Minnesota is moved eastward to the huge smelting plant of Chicago fired by the coal from Pennsylvania. Our transportation systems are the arteries of commerce and industry upon whose healthy functioning depend the economic life of the modern community.

A most significant effect of this revolution in transportation has been the widening of our community horizons. We are part of a world that may be traversed in hours rather than months or years. Our **interdependence** with other parts of the world is economic in that a crop failure in a southern fruit orchard affects living standards in Alberta. Our interdependence is also social; our amusement, for instance, is imported, rushed to us in cans from Hollywood. Our contacts with other communities are frequent and continuous. At no time in the world's history has there been so much travel, and such an interchange of ideas.

Closely related to improved means of transportation are the tremendous changes that have taken place in the field of **communication**. From the laying of the Atlantic cable in 1858 by Cyrus Field to the most recent achievement of television there has been a succession of inventions altering and improving our means of communication. The last hundred years have seen the development of the telegraph, telephone, radio and rotary press. Our world is girdled by wires and waves carrying the spoken word instantaneously to its most re-

mote corners. Men's ideas find easy access across national boundaries by the magic of radio waves.

We have become so accustomed to a constant bombardment of ideas from the radio and the press as not to think it unusual. However, a comparison with community living fifty or a hundred years ago will indicate a great change. In those days ideas travelled slowly by newspapers which only a small number of people read, or by word of mouth. Opinions took shape in a leisurely manner and were not subject to rapid change. The flow of ideas between nations was almost non-existent except among the high officials. The comparison with modern times is marked when one considers that the great nations today have radio stations beaming programs especially prepared for foreign listeners. The British Broadcasting Company, for instance, maintains foreign language broadcasts in every major tongue.

These facts have led to a new and special study in human relationships—the study of **public opinion**. The various inventions such as the radio, the press, the moving picture are called **media of communication**. Students of public opinion are interested in learning the effect that these various media have in changing or forming opinion. Industry spends millions of dollars annually on advertising in the press and on the radio. Those responsible are concerned that such expenditure is justified by a greater volume of business. A program must have appeal to a wide group of listeners if it is to accomplish its purpose in salesmanship. One method of determining the popularity of a program is that of telephoning and checking the percentage of listeners. A program to which twenty five percent of those phoned are listening would have a rating of 25 (called Hooper rating, after the man who invented the system). You have heard, no doubt, of public opinion polls in which interviewers find out what a cross section of the community or selected group of people think about a particular topic. The opinions expressed by representative groups of people are likely to reflect what the country as a whole is thinking.

This concern over the formation and measurement of public opinion indicates its importance. There are many groups in our country to whose advantage it is to have a favorable public opinion, i.e., to have people think a certain way. To think is to act; ideas are a powerful force for good or evil. You can readily see why so much effort is spent in influencing opinions through advertising certain products. Temperance groups through the press, radio and moving pictures attempt to further their objectives by influencing the public. Labour puts forth its case; the farmers plead their cause; the industrialist gives his argument. Those interested in fire prevention, in combating disease, in forest preservation, in charitable organization, all use modern media of communication. Some of the most talented and gifted in our country are occupied in developing a public opinion on an idea or an organization important or otherwise.

The word **propaganda** has developed an unpleasant ring; we are inclined to think of propaganda as untruthful. However, it need not be. Propaganda in reality is an attempt to form public opinion. It is a slanting or shaping of ideas or news for a particular purpose. That purpose may be quite desirable, as in the case of the prevention of forest fires or the support of cancer campaigns. It may be neither desirable nor undesirable in supporting the use of a certain soap, or it may be quite undesirable as support for fascist or communist ideas. Since we have so many means by which propaganda may be spread today it is important that we are able to recognize and judge its purpose. We must be able to sort and examine ideas critically. We must recognize all the devices that a skilled propagandist uses in order to convince people and establish opinion.

One of the most skilful propagandists in recent times was Herr Goebbels, Minister of Propaganda in Hitler's cabinet. His theory was that if a statement was made often enough over press and radio, irrespective of its truth, it would ultimately be accepted by the the majority of people. You can find many instances of this approach in modern radio advertising, particularly in the radio soap programs. The tricks of the propagandist have been classified, and are listed below. Can you identify any of them in material that you have heard and read?

1. **Selecting the issue:** Choosing the battleground; defending an idea on its most attractive and reasonable basis.
2. **Card-stacking:** Selecting only those facts which prove the point and eliminating undesirable evidence.
3. **Simplification:** Reducing an argument to a slogan.
4. **Name Calling:** Giving an idea a bad name, e.g., calling an idea communistic in order to discredit it.
5. **Glittering Generalities:** Giving an idea a "rosy glow" identifying it with some virtue, such as love of country.
6. **Band wagon:** Everyone is thinking or acting thus.
7. **Identification:** Identifying an idea with a person or symbol, e.g., Uncle Sam.
8. **Testimonials:** Securing the approval of some good person.
9. **Plain Folks:** Identifying the idea with the interests of the common people.

The ownership and the control of the media of communication (radio, press, moving picture, etc.), are an important consideration in any State. Obviously the dictatorship state centralizes control in government hands to direct the thinking of its people. Russia censors its press closely and regulates all radio programs. In fact the Russian Government has recently indicated that the drama and music of the Soviet State must reflect communistic ideas. Every media of com-

munication is rigidly controlled. Democratic states such as Canada, Great Britain and the United States, on the other hand, permit wide freedom to both press and radio. A variety of opinions is expected and desirable in a democracy. Newspapers are privately owned and radio time is available to those expressing every shade of political opinion.

Citizens in a democracy must be on guard against any infringement on freedom of expression. In recent years there has been a tendency in Canada and the United States towards large scale ownership of newspapers. These newspaper chains eliminate competition by buying up small independent newspapers. This centralization of ownership puts the press under the control of a few men and subjects it to the influence of those purchasing advertising. While this may not prove detrimental to freedom of expression, it is a threat of which people should be aware. The ownership and control of radio is equally important. In the United States three great radio chains **privately owned** control the air waves. Here, too, as with the press, those purchasing advertising may exercise a strong influence on programming. In Canada the **Dominion Government owns and controls** the major network (C.B.C.). Under such a system radio is not so dependent on large scale advertising for support but it could be unduly influenced by Government policy. Each system has its advantages and its threats to freedom of thought.

The price of freedom is eternal vigilance. We should be aware that those who control our **media of communication** have instruments of great power. Opinion is formed by ideas, and thought is the father of action. Control of the press and radio may mean control over the minds of men. The slightest threat to freedom of expression is of great concern to citizens in a democracy.

Test your understanding of these paragraphs.

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
- (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. Land transportation owes much to the early inventor of the wheel.
2. The perfection of means of transportation and communication has made the world a small place.
3. Government controlled radio stations broadcast better programs and more reliable news and viewpoints than privately owned stations.
4. The radio, the press and the film may help to form public opinion, but public opinion influences the policy of radio, press and film.

5. The term propaganda refers to the practice of spreading untruths and harmful statements.
6. The propagandist can be rendered harmless if we learn the tricks of his trade.
7. Freedom of speech has always been one of the corner stones of our democratic way of life.
8. There are no threats to freedom of speech in Canada today.

Read.

Extend your knowledge of the story of transportation by reading one or more of the following:

Across the Ages, pages 267-305

Makers of the Modern World, pages 151-165, 204-244.

N.B. Read only those parts not covered by committee reports.

Do.

There are a number of excellent projects for committee investigation under this sub-problem. The number undertaken by the class is dependent on its size. You should become familiar either through your own reading or from the reports of others with the major inventions in the field of transportation and communication.

Make Reports on:

1. The story of the steam engine and locomotive.
Guide: Develop biographical sketches of the inventors and the story of their inventions. Use charts and illustrations. Consult two or three sources.
2. The story of the steamship.
Guide: The story of shipping might be dealt with here.
3. The internal combustion engine and automobile.
Guide: Henry Ford's contribution and modern mass production methods might be indicated.
4. The story of the airplane.
Guide: The report might cover the achievement of the Wright Brothers and modern air development.
5. The story of the telegraph and telephone.
Guide: The inventors and the story of their inventions.
6. The story of radio.
Guide: Committee might deal with the organization of the Canadian Broadcasting Company.
7. The story of television.
Guide: Material for this must be collected from current magazines.
8. The rotary press.
Guide: Relate this report to a visit to the local newspaper press if possible.

N.B. In the above reports it might be desirable to relate your work here with science. You might explain the technical details of the above inventions. In social studies, however, you are more interested in the effects on social living that these inventions have created.

9. Collect and report on examples of propaganda in press, radio and moving pictures.

10. Make a report on modern advertising.

Guide: Indicate the use made of the various media. Develop illustrations of various techniques.

11. Make an opinion survey in your class, school or community.

Guide: Select some topic and find out what people are thinking about it.

Discuss.

Select one or more of the following topics for group discussion either of the open forum or panel type.

1. What system of ownership for radio chains is desirable in a democracy?
2. What censorship should there be of all moving pictures, radio programs, books?
3. Should large scale ownership of newspapers be permitted?
4. Should all plays and moving pictures be obliged to present democratic ideas only?
5. Are public opinion polls a true picture of what the nation thinks?
6. Should programs reflecting communistic ideas be permitted on the radio?

PUPIL'S NOTEBOOK.

This should now contain:

- (a) A brief outline of the sub-problem overview.
- (b) Notes on reports given in class.
- (c) Notes on points taken up in class.
- (d) Newspaper clippings and pictures dealing with modern transportation and communication.
- (e) Copies of charts, maps and diagrams made on this sub-problem.

Terms you should understand:

Interdependence, communication, public opinion, media of communication, temperance groups, charitable organizations, propaganda, fascist ideas, communist ideas, dictatorship, centralization of ownership.

Sub-Problem 2

HOW TRADING HAS BECOME AN IMPORTANT PART OF SOCIAL LIVING

(7 periods)

The importance of trade in Canadian life has been mentioned frequently in this booklet. It cannot be over-emphasized. Consider how many articles on your dinner table are part and parcel of Canadian trade. Perhaps you commenced your meal with grapefruit juice imported from United States; the coffee was brought from Brazil; the tea from India; your corn or peas may have been shipped from another part of Alberta; the rice in your pudding came from southern U.S.A.; the raisins from California or Australia. You sat on furniture manufactured in Eastern Canada and ate from dishes produced there or in England. Endless illustrations will demonstrate our dependence on the products of other parts of the world. The dependence of other countries on Canada is proved by the fact that at least thirty per cent of Canadian income results from foreign trade.

Every country has two types of trade each equally important. It is somewhat like a store with two departments—one which handles a great many articles for use locally, and the other interested in selling the surplus of certain special goods abroad. These two types of trade are called **internal** and **external** (or foreign or international). Actually the business carried on within our own country is much greater in volume and value than our trade with other countries. We have a large department here in Western Canada interested in exporting wheat but its sales are only a fraction of the trade that is carried on in food, clothing, machinery, fuel, etc., internally. However, the prosperity of our country is affected by the sale of our surplus products abroad. Our exports (goods sent out of the country) pay for imports shipped into Canada that add variety to and improve our standard of living.

The amount of foreign or **external** trade in relation to internal trade varies from country to country. The United States for instance, has a good many different geographical regions within its borders. Trade develops naturally between the plains of the north and the industrial regions of the east; among coastal, subtropical and temperate regions. The external (foreign) trade of the United States may not be more than ten per cent of the huge volume of trading that takes place within her borders. Argentine on the other hand is more dependent on foreign trade so that we have come to regard her as a huge meat and wheat factory. Even in that country, however, we find a thriving business among the subtropical regions of the north, the dry pampas (prairies) of the south, and the irrigated foothills of the Andes. We can see from these illustrations that internal trade is, to a great extent, dependent on the variety of climate and resources that exist within a country. Its foreign trade

results from a surplus of products and a need for the products of geographical regions in foreign countries.

The share of the world's wealth enjoyed by any one country is dependent on social as well as geographical factors. Some people being more energetic and industrious are more active traders. A tropical area in Central Africa would do only a minimum of trading; arctic regions would be similarly limited in the exchange of wealth. Trading is directly related to or dependent on standards of living, so that a nation enjoying a high standard of living would expend a great deal of energy and effort on trade. In fact it is only through the sharing of wealth that living standards may be raised. One might well say that the factors that make for better standards of living (see Problem I) will result also in a greater exchange of goods.

The interests and purposes of the rulers of a country have a bearing on trade as well. The Great Empires of the last century, i.e., the British, the French and the Dutch, built up an Empire Trade which was imperial rather than foreign. The trade of India was dependent on the needs and interest of England. Holland directed and developed the trade of Java in the interests of the Dutch people. France promoted trade with its colonies in Africa and Asia. Today these Empires are changing and the colonies are becoming independent countries and international trading areas are in the making. Russia has extended her frontiers to take in Eastern Europe, so that the countries of Yugoslavia, Bulgaria, Rumania, Czechoslovakia and Poland are now under Russian influence. The "iron-curtain" that prevents an interchange of ideas between Eastern and Western Europe may interfere, as well, with the flow of goods. Trade lines will probably be directed eastward by this political barrier. On the other hand Western Europe has drawn closer together by the threat of this Eastern giant, under the leadership of United States. The American sphere of influence covers the countries of Italy, France, Western Germany, the Benelux countries, Great Britain, North and South America, Japan and Southern China. There is reason to expect that the political leadership of the United States will foster and permit a freer interchange of goods in the areas of the Western democracies.

The trade of any particular country is influenced then by (1) its size, (2) variety of regions, (3) the type of people and (4) the political arrangements. Canada while large in area has a population of only twelve million. It has a variety of regions including the wooded coastal areas of British Columbia, the mining regions of the mountains and foothills, the agricultural prairies, the industrial sections of Ontario, the Northland tundra, and the forests of Quebec and the Maritimes. Canadians are industrious and energetic in the development of their resources. However, Canada's internal trade in relation to her external or foreign trade is not as great as that of the United States. Certain geographical conditions

are responsible. Canada's twelve million people are thinly spread across great stretches of land. Distances and land surface increase transportation costs making internal trade more difficult. Many regions in Canada face southward with natural trade outlets in that direction. Alberta has an unlimited supply of coal, yet Ontario imports her fuel from the Pennsylvania fields in the United States. Canada has specialized in certain products, the excess of which she sells to other countries. Our country is a sort of specialty shop for such agricultural products as wheat and meat, for such minerals as nickel and aluminum, for the products of forests such as wood pulp and lumber, for furs and fish, and in certain manufactured articles. We have not yet sufficient population nor the industrial development to use all of this at home. On the other hand we must import coal, oil, food, machinery, and textiles from other geographical regions.

Since Canada is a part of the North American Trading area much of our business is with the United States (36 per cent of exports in 1946). However, we are part of the British Empire and our trade has been influenced by this fact. Our largest European customer is Great Britain (26 per cent of exports in 1946). We also trade with South Africa, New Zealand and Australia, the Empire countries. In fact there has been a definite attempt in recent years to develop an inter-empire trade in which Canada has shared. Our country's economic future lies obviously in the western democratic trading areas. An examination of the globe will reveal that trade with Russia is geographically feasible in the coming air age. This will depend however, almost entirely on political relations between the two countries.

Changes in Trade.

Primitive communities are likely to be **self-sufficient** or complete trading units. The medieval village in Europe was a business as well as social community in which the miller, weaver, carpenter and other craftsmen exchanged their **goods** and **services**. Eventually a number of villages were served by a market town. Trade was almost exclusively local, yet a business in luxuries or special goods developed between different geographical regions. England has long been famous for her woolens, France for wines, Persia for carpets, Virginia for tobacco. On this continent as well, early pioneer communities were largely **self-sufficient**. It is true that the good things of other areas were imported but these luxury goods were generally for the wealthy. Communities of two hundred years ago in all parts of the world were largely **independent**.

The last century or so has seen each trading unit become part of a larger one until today we have a world unit. The luxury goods of those times have become the necessities of today. More and more people wear English worsted, buy British India rugs, drink French wines, and smoke Virginia tobacco. England, the land of small farmers in the 16th century, now eats New Zea-

land butter, Canadian bread, and Danish eggs and bacon. Communities today are largely **inter-dependent**.

Along with growth in trade has come an increased use of the instruments of trade. Primitive communities depend on barter for exchange. They trade goods for goods; a pig for a piece of cloth, a sword for an earthen jar. Such a method of doing business has its disadvantages—chief of which is to find someone who has what you want who wants what you have. Another difficulty is that of determining values. If you exchange eggs for potatoes, how many potatoes should equal an egg in value? Very early in man's history he began to make use of some article which was generally acceptable as a means of exchange. Gold and silver came into use early as a metal that everyone prized and would accept. The story of money from the first rough coin to the modern bank draft is an amazing record of human achievement. It makes an excellent topic for committee investigation and report.

Science and Trading.

A good deal has been said throughout the last two problems about the effect of science and invention on modern industry. Needless to say it has affected the interchange of goods as well. Entirely new channels of trade have been set up by some modern invention. No doubt you can think of examples. The invention of refrigeration has made possible the shipment of fresh meat from long distances. Argentine then becomes the meat shop of England. Sometimes, however, an invention replaces the skill of foreign workmen by a home industry. What effect do you think the new product nylon has had on the importation of raw and finished silk goods into Canada?

Interdependence in Trading.

There are many areas in the world, some close together, others far removed, which are natural trading units. A country which is highly industrialized is dependent on one that is largely agricultural for its food supply, while the agricultural area needs the machinery and other manufactured products of modern industrialism. United States is an illustration of a nation that contains many of these areas within its borders. New Zealand, a pastoral country sells its products to England and must, of necessity, take England's machinery, steel and other manufactures in return. Geographically Canada is part of the North American trading area. She has, however, developed an extensive trade with industrialized Britain and is, as well, part of the British trading area. It seems evident that if Canada wishes to sell her surplus goods abroad she must buy from her customers. Foreign trade is a two way street; the value of goods shipped from a country must, over a period of time, be equal to the value of goods received.

Other Factors Affecting Trade.

Unusual trading areas are set up because of politics. Britain, for instance, might well supply

its needs for tropical fruit from nearby Africa. It prefers, however, to import bananas from those Caribbean lands that are part of the Empire. France trades within the confines of her Empire insofar as possible. United States, on the other hand, having no empire, trades with her immediate neighbors. Her lines of trade run north and south.

History and tradition have their effects on trade. At one time coffee was the popular beverage of the well-to-do in England. By the time that better transportation had made this drink cheap enough for all to enjoy, the coffee trees of India had suffered an incurable blight, but the tea estates continued to thrive. Brazil then became the leading world producer of coffee. Englishmen with their Indian Empire became tea drinkers; the Dutch with both tea and coffee in Java drank both; the French, having lost India, drank native wines and some coffee; the United States drank Brazilian coffee. Spain continued to drink cocoa or chocolate, a product of her South American Empire. Thus history sets the pattern of national habits influencing and establishing channels of trade.

Importance of International Trade to Canada.

Canada is in the position of a factory owner who, having bought a great deal of expensive machinery, must keep his factory going steadily in order to pay for his special equipment. We have invested millions of dollars in agricultural machinery for the production of wheat and in railroads for its distribution. We have built huge hydro-electric power plants for the development of our wood pulp and base metal industries. All of this makes it possible for Canada to produce wheat, wood pulp, aluminum, nickel, etc., quite cheaply. Numbering only 12,307,000 people, Canadians cannot use all of this production at home. We must export or change our plant and produce different kinds of goods. Those of you who live on the great wheat farms of Southern Alberta know that there are advantages in large scale production. Canada can continue to produce on a large scale only if her customers in England, United States and throughout the world continue to buy her excess products.

There are many commodities which we are unable to produce in Canada. Cotton, certain fruits, tea and coffee are examples of such. These articles have become necessary in maintaining a high standard of living. We pay for these products with the wheat, meat, wood-pulp, and metals that we sell abroad.

World Trade Routes and Centres.

Our world is a network of trade routes along which the products of industry flow. There are the great ocean highways such as the Suez canal, the North Atlantic, the Pacific and the Panama canal routes, the land routes such as the Trans-Siberian, Australian, North American and Cape to Cairo rail systems, and the airways across the Atlantic and Pacific oceans and between North

and South America. Towards these routes feeder lines contribute their flow of goods. Some of these, like the Mediterranean sea route have been in use since the dawn of history. Others, such as the air route over Gander Bay, Newfoundland, are in their infancy. (Find these on world map).

A study of the great routes will help you understand world relationships. You will see how closely linked North America and Europe are by the North Atlantic; how the Suez Canal (not yet a hundred years old) connects interdependent trading areas containing vast populations. You will note that the Panama Canal links not only Asia and Eastern America but the two shores of North America. You will observe that some routes run east and west linking together the three great trading areas of: (1) North and South America, (2) Europe and Africa, and (3) Asia and Australasia; and that other routes run north and south serving the needs of each huge geographical division.

Trade routes connect trading centres large or small. The harbors of a country around which cities develop are outlets for international trade. The size of the centre depends on many factors, one of course being the suitability of the harbour itself. A deep harbour providing protection from winds and ample docking space will attract great liners and large transport ships. Such a harbour must have a large and prosperous **hinterland** (interior), however, before it becomes of major importance. Vancouver is an important port because Canadians have extended its narrow coastal hinterland to include the valleys of interior British Columbia and the plains of Alberta. There are many excellent harbours along the Norwegian coast which are of little importance because of the sheer mountainous walls which limit the hinterland to a narrow coastal strip.

A useful term in describing certain trading centres is to refer to them as **nodes**. A node is a knot and a place may be described as nodal when routes seem knotted there, like spokes in a hub. Winnipeg is a trade node, with routes converging from all directions. It is the great distributing centre for Western Canada. Chicago is a trade node for the north western part of the United States. There are of course lesser trade nodes throughout the west. Edmonton is a node for northern and central Alberta, Lethbridge for Southern Alberta, etc. In fact every village or town that is not purely industrial, is, in reality, a trade node.

Map study of routes and centres will extend your knowledge of geography and improve your understanding of trade.

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. The table at mealtime is a graphic reminder of the importance of world trade in our daily life.
2. Internal trade refers to trade between provinces or individuals, i.e., B.C. apples sold in Alberta; whereas external trade refers to trade between countries, i.e., Canada's trade with Great Britain.
3. External trade usually exceeds internal trade.
4. Foreign trade is influenced not only by the needs of the people but by political relationships, i.e., trade with the Empire, and in the past, colonial trade.
5. The great land distances between Alberta and her markets are a hindrance to trade.
6. Communities are more independent economically now than they were two hundred years ago.
7. Canada's chief exports are farm products, wood pulp, and minerals.
8. Great Britain is Canada's best customer.
9. Trading centres such as Vancouver, Winnipeg and Montreal from which lesser trade routes radiate are called trade nodes.

Read.

One or both of the following references. Make a brief summary of your reading for your note book.

The World of Today, pages 135-146

Our Industrial World, pages 327-340.

Do.

1. The Story of Money.
Guide: *Across the Ages*.
2. The Wheat Pool.
Guide: Report on its organization as a co-operative selling agency on a world scale.
Collect pamphlets published by the Alberta Wheat Pool.
3. World Trade Routes.
Guide: Prepare a map indicating main trade routes and the nature of trade along each route. (A committee report).
Our Industrial World.
4. Canadian Trade Routes.
Guide: Indicate Canada's lines of internal and external trade. Show by symbol or words the products shipped. Report to class.

5. Great Harbours of the World.

Guide: Prepare a map, shading in the hinterland of a selected group of great ports. Indicate contributing factors to each port's greatness.

6. Methods of shipping.

Guide: Report on different means of making shipments—tramp steamer, flat boat, rail, air transport—types of commodities shipped by each method.

7. Canada's Foreign Trade.

Guide: Investigate and report (*See Canada Year Book*) on the various products exported and imported into Canada.

8. Canadian Customers.

Guide: Report on the amount, nature, and volume of trade with the countries with which Canada trades. (*See Canada Year Book, 1948*).

9. Inventions that have affected trade.

Guide: Report on those inventions that have promoted foreign trade and those that have built it, e.g., new products, new methods of transport, etc.

10. Make a newspaper survey of pertinent items with respect to trade in the news of the week.

Guide: Relate this to a world map.

11. Major Trade Nodes.

Guide: Select some important trade nodes and report on the significant facts that make them nodal, e.g., Winnipeg, Montreal, New York, Shanghai, Yokohama, Rio de Janeiro. Ten might be sufficient. Use a map and describe the nature of the goods transported.

Discuss.

Select one or more of the following topics for group discussion either of the open forum or panel type:

1. Should all countries have full control of their harbour outlets? E.g., Russia in the Dardanelles.
2. What geographical factors influence the future of Edmonton or Calgary?
3. Should Canada continue to specialize in such products as wheat, wood pulp, etc., thus remaining highly dependent on international trade?
4. What influence will air transportation have on settlement?
5. What factors make Montreal a great city?

PUPIL'S NOTEBOOK.

This should now include:

- (a) A brief summary of the sub-problem outline.
- (b) Notes on reading done.
- (c) Notes on reports given in class.
- (d) Notes on work done by the class with the teacher.
- (e) Copies of maps, charts and diagrams made on this sub-problem.
- (f) Illustrations and clippings from newspapers and magazines dealing with trade.

Terms you should understand.

Internal trade, external or foreign trade, iron curtain, political arrangements, inter-empire trade, self-sufficient, barter, hinterland, nodes.

Sub-Problem 3

HOW HAS THE PROBLEM OF FREE TRADE BEEN DEALT WITH BY CANADA AND THE UNITED STATES?

(7 periods)

The question of international trade has given governments considerable concern for centuries. Some countries, like individuals, try to sell more than they buy in order to build up a surplus of money or gold. If every country followed this policy one can readily see that there would soon be a shortage of customers. A country which expects to sell its surplus products in world markets must be prepared to take in exchange the surplus goods of other nations.

Herein lies the problem of **free trade**. A nation has free trade if it permits goods from other countries to be imported without any special tax or tariff. Ordinarily most governments charge some customs duties on imported goods to secure revenue. Sometimes a nation will raise the duties on certain goods to a point which makes them quite expensive to its citizens. If the duty or tariff becomes too high the goods will not be imported at all. The purpose of high or prohibitive tariffs on certain goods is to protect a home industry manufacturing those goods. The farmers of western Canada for instance, have long complained about the tariff on farm machinery which is intended to protect the machine industry of Eastern Canada. A country which follows a policy of medium or high tariffs is said to be **practicing protection**.

Obviously the people who pay for high tariffs are the **consumers**, those who buy and use the goods. Why, then, does a country impose this extra cost on its citizens? Usually because it is felt desirable to foster and develop home industries. An infant industry just beginning its career in production may not be able to compete with an older and lustier concern in another country. Protection gives it an assured market at home until it grows up. Canadian industries such as those producing automobiles, radios, and farm machinery have enjoyed protection against American competition for some time. They are being given time to grow up. Many customers in Western Canada feel, however, that the growing up period has been extended long past infancy.

A person's opinion with respect to free trade and protection is likely to be colored by his own economic interests or welfare. The wheat farmer favors free trade, for his industry requires no protection and his product is sold on a world market. The sugar beet farmer, however, would prefer a protected market for sugar. It is still difficult to produce sugar in Canada as cheaply as it can be imported from the sugar cane areas, and as yet, the Canadian sugar industry is not interested in world markets. The manufacturer of automobiles in Canada insists that he cannot produce cars as cheaply as they can be turned out in the United States, and, if there is to be a Can-

adian car industry, it must be protected from foreign competition. To achieve a variety of opportunities for employment in Canada **protection** seems necessary. On the other hand a protectionist policy raises prices to the Canadian consumer and works against the best interests of some of our major specialized industries which require foreign markets. The problem is not easy to solve. In fact Canada has moved from one extreme to another over the past hundred years in the solution of tariff problems. The following paragraphs outline briefly some of the solutions that she has experimented with in that time.

Elgin Agreement of 1854.

Up to the middle of the 19th century (1840-1850) England followed a policy of protection. All grain (or corn) shipped into England was taxed heavily except that from the colonies. This tax was not imposed on grain from Canada, which at that time was a colony. While this helped British farmers it raised the price of food and imposed a hardship on those who worked in factories. The British government decided to remove all tariff duties on imports thereby becoming a **free trade nation**. At that time Canada, which consisted of the present provinces of Quebec and Ontario, was a colony closely bound to England. This free trade policy of England struck a blow at Canadian farmers and Canadian businesses dependent on the protected British market. New markets were found in the United States by the **Reciprocity (free trade) Treaty** of 1854 arranged by Lord Elgin, Governor of Canada at that time. For the next twenty-five years Canada remained a free trade nation producing for export only those goods which could be produced easily and cheaply.

National Policy.

However, the United States did not long accept Canadian goods free from tariff duties. Within ten years she established a **policy of protection**. This led Canadians to reconsider whether it would not be wise to develop a greater variety of Canadian industries. The Dominion of Canada was formed in 1867 and within a few years the young dominion had become conscious of a new feeling of nationhood. An outstanding statesman, Sir John A. MacDonald, leader of the Conservative party, came out strongly in favor of a **National Policy**. He proposed imposing tariffs to permit Canadian industry to thrive under their protection. It seemed a patriotic policy especially since feeling against the United States at the time was quite high. The Liberal opposition under Alexander Mackenzie pointed out in vain that such a policy would help the manufacturer at the expense of the farmer. In 1879 MacDonald was elected and his National Policy raised tariffs giving Canadian industries their desired protection. Canada was on its way to becoming a modern industrialized nation.

Preferential Tariffs.

The next modification in the Canadian tariff policy was made by that great Canadian and

leader of the Liberal party, Sir Wilfrid Laurier. Though a French-Canadian, Laurier was a firm believer in the British Empire. Elected as Premier of Canada in 1896, he introduced a "preferential tariff" in favor of British goods a policy that has been continued by his successors in office. This established a policy of freer trade within the Empire.

Reciprocity Treaty—1911.

The Liberal party in Canada has always stood for lower tariffs and freer trade. Its argument has been that a country is better off if it specializes in the goods which it produces cheaply, importing those products which may be produced more easily in other areas. In 1911 Sir Wilfrid Laurier secured an agreement with the United States for complete reciprocity (free trade) between the two countries. The election in that year was fought on the issue of Free Trade with the United States. The West supported the Liberals but the East decided the election in favor of the Conservative party with its "Canada for the Canadians" slogan. Once more Canada reaffirmed its faith in a policy of protection.

Post War Trade.

Following the war of 1914-18 (World War I) the countries of Europe and North America plunged into an orgy of extreme **nationalism**. Every nation sought to build up its own industries and become self-sufficient behind higher and higher tariff walls. All countries were, of course, quite willing to sell their excess goods but refused to buy equal amounts from other countries. The depression commencing in 1930 caused countries to restrict their foreign purchases still further in an attempt to solve their difficulties at home. By 1932 international trade had become extremely difficult, in fact, almost impossible.

To a country like Canada producing five times her own consumption of wheat, ten times her own consumption of newsprint and twenty times her own consumption of base metals, this failure of international trade can, under present economic conditions, mean disaster. Surpluses begin to pile up until panic-stricken manufacturers, miners and farmers curtail production causing widespread unemployment and loss of income. This was Canada's story in the early part of the "dis-mal thirties".

Empire Trade Agreements.

In an attempt to solve the problems of the depression and to forestall further disaster representatives of the Commonwealth countries met in Ottawa in 1932. This Empire conference drew up a system of Empire preferences known as the Ottawa Trade agreements. The purpose of these agreements was to promote trade within the Empire. The effect was not too helpful, however, for, as we have already noted, Canada's external trade reached a ten-year low point in 1934.

Freer Trade with the United States and Other Countries.

Another step towards freer trade was taken in 1935. Feeling that Empire Trade was not accomplishing all that it might in business revival Canada again turned to the United States for another reciprocity treaty. Tariffs were reduced considerably on many articles. Trade increased between the two countries slowly at first, then with increasing rapidity during World War II. At the same time Canada negotiated what are called most **favoured nation agreements**, first with France then with various other nations. These agreements state that Canada will have the advantage of any reduction these countries might make in their tariffs at any time. The effect of such agreements so stimulated trade that Canada's trade position was improving by the beginning of World War II.

Since World War II Canada has shared in the tremendous task of rebuilding Europe. Her farms, mines and factories have pressed production to feed the hungry and rebuild industry in war torn areas. Since the countries of Europe have not been in a position to produce goods for export much of this business has been done on a credit basis. Canada extended a loan to Great Britain, or if you like, did business with her much as the storekeeper does with the farmer who will pay when his crop is harvested. British goods are now coming into Canada in increasing quantities.

Trade Policies of the United States.

Canadian trade with the United States has always been more important to Canada than the American trade with Canada has been to the United States. To illustrate, Canadian exports to the United States in 1946 amounted to \$70.00 per capita, whilst the United States exports to Canada were only \$10.00 per capita. "Canadian trade with the United States is 55 per cent of total Canadian trade while trade of United States with Canada is only 15 per cent of total United States trade." The fact is that we are much more dependent on our southern neighbor than she is on us.

The United States has such a vast internal trade, her country is so large with such a variety of geographical regions, that external trade has never been of such importance to her as to a country like Canada or Argentina. As a result the United States has followed, by and large, a **protectionist policy**. She has protected her home markets for her own producers. This was particularly marked following World War I. Like many other countries the United States raised her tariffs higher and higher between 1919 and 1932 against foreign goods while attempting to sell (or dump) excess products on foreign markets.

Such a policy worked well enough during the twenties while United States was loaning large sums of money to the countries of Europe for rehabilitation following World War I. With this money Europe bought American goods. When

United States began to demand repayment of the loans, however, the European nations were in no position to repay. Their only means of securing American dollars with which to repay their debts was through the sale of goods, but the United States refused to buy in competition with her own products. Most nations failed to make their payments. This, along with other factors, helped to create a world depression with its diminished trade and lower living standards.

The United States in the period between the two wars became the world's leading banker and merchant. Nations in need of goods or funds turned to her for assistance. This was accelerated during World War II. This time instead of loaning money for future repayment, however, the United States developed what was termed "Lend-lease". In order to defeat nazism, fascism, and the growing military power of Japan, the United States supplied the western democracies with war materials and food. She recognized from her experience following World War I that it was futile to expect repayment of the great sums required to win the war. The loans would have to be repaid in American dollars which could be obtained by two methods only, through the sale of goods in the United States or by exporting gold. To accept goods in such large quantities might upset home markets for her own industries, and to take gold seemed pointless as she now had huge quantities in her vaults.

Following World War II war-torn Europe and Asia were impoverished. The only source of food and materials was North America. Both the United States and Canada extended loans to European countries. America placed millions of her dollars at the disposal of England and other countries with which to purchase American goods. These loans were rapidly used up, however, and country after country found itself short of American dollars with which to buy much needed food and machinery. North America was the only shop in the world with well stocked shelves.

American statesmen are recognizing that trade is a two way street and that a country cannot continue to sell in a world market without buying from other countries. In the years following World War II few countries outside of North and South America were in a position to export goods. Factories and farms had suffered from the devastating effects of war. It was apparent that Europe needed substantial assistance to restore and increase her productive capacities. World prosperity depended on a revival of European production and trade.

One answer to this problem is the European Recovery Program sponsored by Marshall, the American Secretary of State. The American government proposes to extend aid to Europe under this program over a five-year period to the amount of billions of dollars. This will take the form of farm products, steel, industrial and agricultural machinery. It is intended not only to feed the hungry but to give to European nations the machinery necessary to rebuild their factor-

ies and farms. The North American continent has undertaken the task of setting Europe up in business again so that she may be a good customer in the future. Such a program combines humanitarianism with sound business sense.

Canada's position with respect to the United States in the post-war world illustrates some important aspects of international trade. As indicated previously, the United States is our best customer. Nevertheless, the amount we buy from the United States has been far in excess of what she buys from us. The balance of trade between the two countries is said to be **unfavourable** (Canada sells more to England than she is presently purchasing so that trade with that country is called **favourable**). This unfavourable balance of trade with the United States means that we are in need of large quantities of American dollars to make up the difference in payments. (An equal amount of trade would mean a balance of payments). As a result Canada finds herself, in common with other countries, short of American dollars. For that reason our purchases in the United States by order of the Canadian Government are restricted. We are allowed only limited amounts of American dollars for trips and other luxury spending. How long this will continue will be determined by the increase in expenditures by Americans for Canadian goods and services. Does this explain why the American tourist industry is of such vital importance to Canada?

Test your understanding of these paragraphs. Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. A country has free trade if it does not place a tariff on imports other than a customs duty for revenue. In other words it implies a free flow of foreign goods into a country.
 2. A country that places a high tariff on certain imports in order to protect a home industry by removing foreign competition is said to practice protection.
 3. Canadian wheat farmers are strongly in favour of protection.
 4. The automobile, radio and farm implement industries are amongst the protected industries in Canada.
 5. The flow of goods from country to country is essential to world prosperity. If the flow is halted a depression with unemployment and poverty results.
 6. The Ottawa Trade Agreements were trade treaties between countries of the Empire

drawn up during the depression in 1932. Their aim was to stimulate world trade and bring back prosperity.

7. The United States is Canada's best customer.
8. The European Recovery Program or Marshall Plan will help Europe to recover from her war losses.

Read.

Any one or more of the following references. Make a brief summary of your reading for your note book.

The World of Today, pages 135-151

Our Industrial World, pages 355-358

The Romance of Canada, pages 294-313.

Do.

Select one or more of the following investigations depending on the size of the class:

1. Sir John A. MacDonald.

Guide: Report on the life of Sir John A. MacDonald and the part he played in the development of Canadian Industry.

2. Sir Wilfrid Laurier.

Guide: Report on the life of Sir Wilfrid Laurier referring particularly to the policies of trade adopted by his government.

3. Empire Trade.

Guide: Report on the types of trade possible among Commonwealth countries. Is the Empire self-sufficient?

4. Export to the United States.

Guide: Report on Canadian Trade with United States—indicate how we might increase our supply of American dollars.

5. Imports from the United States.

Guide: Indicate the type of imports from United States. How does each Canadian region differ in its import requirements?

Discuss.

N.B. Select one or more of the following topics as a basis for an open forum, panel discussion or class discussion. An open forum is a general discussion led by a member of the class. Some preparation for the discussion should be made in advance in order to get the best opinions.

1. Should Canada follow a protectionist policy?
2. Do you think exclusive Empire trade possible? Should Empire Trade agreements be continued?
3. Should Canada develop trade with the U.S.S.R.?
4. Do you consider the tourist industry important?
5. Should a country strive for self-sufficiency?

PUPIL'S NOTEBOOK.

This should now contain:

- (a) A brief summary of the sub-problem outline.
- (b) Notes on reading done.
- (c) Notes on work taken up in class.
- (d) Notes on class reports.
- (e) Newspaper and magazine clippings on Canadian trade problems.
- (f) Copies of diagrams, charts and maps made on this sub-problem.

Terms you should understand.

Free trade, tariff, preferential tariff, nationalism, protectionist policy.

Culmination of the Problem (3 periods).

We found it necessary to break our problem up into a number of sub-problems for the convenience of study. Having examined several sides separately we should now attempt to fit our studies together and so view the problem as a whole. This will involve the pooling of all knowledge gained in committee work. Written reports, booklets, lists of references, scrap books, maps, magazines and references should be placed on the shelves of the classroom library where all members of the class can see them. Perhaps a class period should be devoted to a review of all work done, with explanations by committee members, to make certain that the whole class is familiar with it. A large bulletin board display covering the entire problem might be made and set up in the hall.

The objectives of the problem should be re-read at this point.

1. To develop an appreciation of the great changes made in transportation and communication through science and invention.
2. To acquire an understanding of the functions of trade in normal living.
3. To develop a knowledge of the geography of trade.
4. To review the historical controversy over our restricted trading in Canada.

Concluding Activities

Our review of the whole problem can be carried out very well by the discussion of general topics related to the above objectives. Small groups can have round table discussions and large classes open forums led by the teacher. These activities, topics for which are listed below, will enable us to use the knowledge we have gained by our study and investigation of the problem.

Objective No. 1.

1. How have roads been improved and what effect have these improved highways had on transportation?

2. How have improved communications helped in the expansion of trade?
3. How has Canada benefited by improved methods of transportation and communication?

Objective No. 2.

1. What common articles of food, clothing and recreation come to us as a result of foreign trade?
2. What vocations are open to Canadian boys and girls in the world of trade?
3. Would free world trade make for a more peaceful world?

Objective No. 3.

1. Discuss with the aid of a map the main sea routes to Canada; Canada's rail and lake systems; Canada's air routes.
2. How do sea ports develop?
3. What effect does climate have on trade?

Objective No. 4.

1. What is meant by free trade and protection? What is the present policy of Canada as regards free trade and protection?
2. Why are tariffs imposed on imports? What are the advantages and disadvantages of protection?
3. What is the purpose of the European Recovery Program? How will it operate?

Writing Activities.

Write a short essay on any of the following topics:

1. How the Red River Settlers Travelled to Canada Compared with the Same Trip Today.
2. Building the Trans-Canada Railroad.
3. A Brief Account of Canadian Tariff.
4. A Voyage I Would Like to Make.
5. The Story of Radio.
6. The Dinner Table Tells Its Story.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Question	1	2	3	4	5	6	7	8	9
Page 31	A	A	A	A	D	D	A	D	A
Page 34	A	A	D	A	D	A	A	D	
Page 38	A	A	D	A	A	D	A	D	A
Page 42	A	A	D	A	A	A	A	A	

Audio-Visual Aids obtainable from the Audio-Visual Aids Branch, Department of Education.

Films and filmstrips which may be used to advantage will be found in the subsection on Transportation and Communication, pages 29 and 30 of the 16mm. *Film Classification List*. Besides these the following title may be found of value:

Behind the Headlines (Newspaper Industry), T-329.

PROBLEM IV

HOW WE CARRY ON DEMOCRATIC GOVERNMENT IN CANADA

Overview of the Unit (2 periods).

At this point in our school career most of us have met the term "**democratic government**" and have a fairly clear notion of what it means. We have discussed in class some of the principles of democratic government and how they affect our lives. We have perhaps read comments in the newspaper on this favorite topic. We have certainly listened to radio talks on the duties of the citizen under a democratic government. And since the government is such a popular subject of conversation amongst grown-ups, we have undoubtedly listened to arguments in which the actions of the government have been condemned or praised. Although we have not understood the full significance of many statements concerning democratic government, we have probably learned that compared with other forms of government such as those found in communistic and totalitarian states, it offers the individual many distinct advantages and privileges. The most precious of these is a freedom, which, as we shall see, expresses itself in countless ways.

Democratic government as practised in Canada was not suddenly discovered and put into practice by some learned statesman, like the discovery of some new and valuable mineral such as radium. It may be compared with a plant that had its beginning in a small seed. Its growth has been slow or rapid according to the care it has been given. In Great Britain this seedling has gradually grown into a healthy tree from which shoots have been planted in Canada and the United States where they too have flourished. Like all living plants our democratic government grows and thrives where the conditions of growth are most favorable. Certainly, it will not flourish if neglected. Democratic government, then, brings privileges but it also brings responsibilities. We shall appreciate these privileges and be better prepared to assume the responsibilities when we have completed the work on this problem.

The problem before us in this unit of work, is to trace the history of democratic government from its early simple beginnings in Britain to the well-established and complex system in operation today in Canada. A question that may naturally come to mind is: Would not our time be more profitably spent in studying the present form of government rather than in delving into past history? The answer is that our government as it stands today is so closely connected with the process and the chain of events which produced it, that we can have no real understanding of our government without some knowledge of how it came into being.

Pre-test.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The democratic form of government employed in Canada had its origins in Great Britain.
 2. A knowledge of the growth of democratic government is essential to the understanding of democratic government as it exists today in Canada.
 3. A democratic government relieves the individual of all responsibility.
 4. A democratic government is controlled by a set of fixed rules and regulations which cannot be altered.
 5. Only under a democratic government does the individual attain a maximum measure of freedom.
 6. A high standard of education is not necessary in those countries which have a democratic form of government.
 7. It is unlawful to criticize the actions of a democratic government.
 8. Education for citizenship in a democracy ought to be one of the most important functions of the school in Canada.
 9. Democratic government has not been achieved without a struggle and it can only be retained by peoples who are alive to its advantages and responsibilities.

The Objectives of the Problem.

Some of the reasons for studying the growth of democratic government have already been stated in the overview. Below are listed our goals, the things we should know and understand when we have completed the work on this unit:

1. A knowledge of the cabinet system of government and how it developed.
2. An understanding of the machinery of government at Ottawa.
3. An appreciation of the growth of democracy in England and Canada.
4. A knowledge of how Canada developed from a group of colonies into a nation.

Organizing Our Work.

Having discovered what we are to study, we must now decide how we are going to tackle the problem. We must first examine the list of references recommended for this unit and then find out which of these are in our classroom library. These should be listed together with any other available material. The size of our class will determine how the work is to be organized. In classes of thirty or more an outline of the material to be studied must be drawn up in some detail

and committees organized for student investigations under teacher guidance. Smaller classes will have fewer committees working and may in some cases limit their survey to a brief reading and discussion of the contents of this study guide.

One of the most suitable methods of handling a large problem is to break it up into a convenient number of sub-units. The following questions present our problem in three topics. In finding the answers to these questions, we shall reach our objectives.

1. What are the origins of parliamentary government in Britain and by what process did it develop into the democratic form of government that it is today?
2. How did Canada achieve responsible government?
3. What does nationhood mean to Canada?

The organization of the work is now complete. We understand the problem to be studied, we have listed available material and we have divided the problem up into units of convenient size and scope. The teacher and the class must now decide which committee investigations are to be undertaken by the class. These should be chosen from this study guide. The committees may then be formed and they may immediately commence the research work for class reports.

N.B. The teacher is referred to the bulletin, *Social Studies for the Intermediate Grades*, for data on committee organization. Small classes of from three to five pupils should not attempt more than three or four committee investigations throughout the entire unit. This over-view should not take longer than three or four periods.

Current Events.

No topic in our Social Studies course receives more attention from the press than does democratic government. Every day our newspapers evaluate the actions of our government and the governments of other countries. There will be a great deal of detail that we shall not have time to examine. We should therefore confine our study and discussion to developments of national importance which have a direct bearing on the democratic nature of our government and appear to be closely connected with the work we are doing in the classroom.

PUPIL'S NOTEBOOK.

A brief statement of the problem and our objectives and an outline of material useful for the work on this problem should now be in our notebook.

Sub-Problem 1

WHAT ARE THE ORIGINS OF PARLIAMENTARY GOVERNMENT IN BRITAIN AND BY WHAT PROCESS DID IT DEVELOP INTO THE DEMOCRATIC FORM OF GOVERNMENT IT IS TODAY?

(6 periods)

The Witan.

For the origins of the British parliament we must go back to the Anglo-Saxon period, approximately 450-1066 A.D. At this time Britain was governed by the king and a council known as the Witan. This council was composed of noblemen who were generally large landowners and friends of the king, and high officials of the church, such as bishops and abbots. They were called together by the king and met usually three times a year. They made laws and were responsible for enforcing them. Although the Witan was the state government, it was the local government authorities in the shires and the villages that really governed the people.

Feudalism.

When William of Normandy overthrew King Harold of England he became the sole landowner in England. To his followers he made grants of land. Every tenant in return owed services to the king for his land and swore to be faithful to him. The royal power was extended in the local government through the county sheriff who was appointed by the king. The national government under William of Normandy and his successors was called the King's Council made up of the king's tenants-in-chief, noblemen, archbishops, bishops and abbots. There was a large council which met three times a year at Winchester, Westminster and Gloucester and a small council whose members were chosen from the large council, which remained continuously with the king to carry out regular secretarial duties. Because the king's council had now assumed more governmental duties, it was found necessary to divide into groups with each group looking after one type of business. So there developed a small council to attend to state finance—this was the Exchequer. A second group, called the Chancellor's department dealt with the clerical work. A third group became the king's judges. During the fourteenth century a small body of official advisers to the king was formed. It was called the Privy Council. This Privy Council functioned with varying degrees of power for several centuries but when Charles II came to the throne in 1660, Lord Clarendon was Chancellor and at his suggestion the Privy Council, which had grown too large to be useful as an executive body, was divided into four groups. Clarendon with five others formed a committee to deal with foreign affairs. This committee was closest to the king; in fact it met in the king's private study, or cabinet, from which it took its name.

The Cabinet.

To begin with, the king presided at the meetings of the cabinet, whose members were chosen by the king himself. However, as the king gradually lost his power as ruler, following the reign of Charles I (1625-1649) parliament gained control over the cabinet ministers and made them responsible to parliament rather than to the king, although the king still chose his ministers. During the Revolution against James II in 1688 political parties came into being. At first there were two parties, the Whigs and the Tories. When William and Mary replaced James II who was deprived of the throne, William tried to form a cabinet of ministers from the two parties. But this did not work. He therefore chose a Whig cabinet.

The Prime Minister.

The early cabinet, we noted, was presided over by the king. But when George I, of German descent, came to the throne in 1714, he stayed away from cabinet meetings because he spoke no English and one of the ministers presided. This office was given to Sir Robert Walpole, leader of the Whig party, who because of his ability held it for twenty-one years (1721-42). A custom was established which no king was able to break. Walpole was not always able to choose his cabinet but he did get rid of those who disagreed with him. The members of the cabinet were the chief state officials. Some of these offices, such as that of Chancellor, were already in existence at the time of Walpole; others were added as the need arose.

The House of Lords.

If we consider for a moment the composition of the national governments with which we are familiar, we shall find that they are all composed of two chambers. At Ottawa there are the Senate and the House of Commons. At Washington there are the Senate and the House of Representatives. In London there are the House of Lords and the House of Commons. The two chambers are sometimes referred to as the upper and lower chambers. We shall deal with the House of Lords first, not because it is more important but because it came into being first. We see the beginning of the House of Lords in the King's Council. This Council was composed of the noblemen of the realm who were summoned to attend the king's court to act as his advisers. The importance of this office was felt, when, during the reign of Edward III (1327-1377) England was engaged in the Hundred Years War and the king was always in need of money and thus dependent on his nobles. As it gradually became the custom for the eldest son of a nobleman to assume the seat of his father when his father died, the hereditary nature of the House of Lords was established.

Besides the noblemen, the archbishops, bishops and abbots, the heads of the church in England at that time and also landowners, sat in the King's Council. When the monasteries were dissolved

by Henry VIII (1509-1547) the abbots disappeared, leaving the archbishops of Canterbury and York and a number of bishops, all officials of the Church of England. These too were appointed by the king. Later the number of seats allotted to these archbishops and bishops was twenty-six. Only so long as they hold office do they retain their seat in the House of Lords.

Today all peers, those with the title of lord, viscount, earl, marquis and duke, may sit in the House of Lords.

Function of the House of Lords.

The most important function of the House of Lords is to prevent hasty law-making. These permanent members with no pronounced political ties can act as impartial advisers to the House of Commons whose members act according to the principles of the political party to which they belong. Many members of the House of Lords have had valuable parliamentary experience as members of the House of Commons.

All Bills passed by the House of Commons are sent to the House of Lords for their assent. If the Bill concerns money affairs the Lords cannot delay it for more than a month. It becomes law whether the Lords give their assent or not. Other Bills rejected by the Lords may become law after a delay of two years. The power of the House of Lords, therefore, lies in its ability to examine Bills, express a point of view and delay action. It cannot kill legislation presented to it by the House of Commons.

The House of Commons.

The idea of government by means of a representative has its roots in the Anglo-Saxon Local Court which, as we noted in a previous lesson, did much of the business of government in England at that time. Certain members of these courts were chosen by the people as their representatives. Henry III, in 1254, called together representatives of the county courts at an assembly at Westminster. This same king was defeated at the Battle of Lewes in 1265 by Simon de Montfort who then called together a parliament of representatives, two knights from each shire, two citizens from each city and two burgesses from each borough. From this time until the Reform Acts of the nineteenth century, the middle class had a strong parliamentary representation. Parliament had very little power in those days and throughout the reign of the Tudors parliament obeyed the wishes of the monarch. While the Tudors used parliament, the Stuarts who followed tried to ignore it, resulting in the beheading of Charles I and the expulsion of James II.

When William and Mary were invited to take the throne the relationship between king and parliament was settled by the Bill of Rights (1689). By this the king was obliged to respect the will of parliament and members of parliament were given freedom of speech and freedom from arrest.

The Electorate.

So far nothing has been said about how members were elected. Prior to 1832 only certain land-owners voted, which meant that only the interests of landowners were really represented in parliament.

The Industrial Revolution brought about a shift of population from rural areas to the new manufacturing cities which for a time were not represented in parliament.

The Reform Act of 1832 brought about a re-distribution of seats and increased the number entitled to vote. Some of these were men engaged in commerce and industry.

The Act of 1867 made another redistribution of seats and extended the vote to another million citizens.

The Act of 1884 gave the vote to householders and lodgers and provided for a further redistribution of seats.

The Act of 1918 gave votes to all men of 21 years of age and to women of 30 years of age. In 1928 women, too, of 21 years of age were given a vote.

The Struggle for Reform.

The passing of the control of parliament from the king and the wealthy and privileged classes to the workers did not take place without a struggle. We saw the power of the crown curtailed by the Bill of Rights (1689) and because of lack of interest on the part of George I and of his son George II the prestige of the king reached a low ebb and parliament gained power. George III (1760-1820) had his own opinions on kingship. He believed that the king should have personal authority to rule his people. The king strove throughout the first twenty years of his reign to have a government composed of his friends who would carry out his wishes. It was during this period that John Wilkes, although elected by the people, was not allowed to take a seat in parliament. In 1783 William Pitt, at the age of twenty-four was made Prime Minister. Under his skillful leadership responsible government replaced the personal rule of the king.

The Reform Act of 1832.

The defeat of Napoleon in 1815 brought an end to a series of wars which had begun in 1799. Years of distress at home followed. The Corn Laws kept the price of bread high. The people demanded action by the government to ease their misery. Meetings were held. Some were dispersed by soldiers. In 1830 Lord Russell introduced a Reform Bill which, after a stormy passage was passed in 1832. Although it extended the vote to business men, the ordinary working man was still without a vote.

The disappointed workers now drew up a Charter in which they made six clear demands: (1) Universal male suffrage. (2) Equal electoral districts. (3) Annual parliaments. (4)

Payment of ministers. (5) Secret ballot. (6) No property qualification for M.P.'s. The supporters of this Charter were called Chartists. Riots and imprisonments accompanied the demonstrations and meetings of the Chartists, but this public expression by the people left its mark. The succession of Reform Acts in 1867, 1884, 1918 and 1928 saw five of these demands made law with men and women given the same privileges. The women did not get the recognition they deserved, and eventually won, without a struggle. Previous to World War I, the Women's Suffrage movement started a campaign for votes for women. The supporters of this movement were called suffragettes. They stirred up public feeling on their behalf and in 1918 and in 1928 reaped the reward of their efforts.

Test your understanding of the above introduction to sub-problem 1. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The British parliament has its origins in the Anglo-Saxon Witan.
 2. The feudal system of William of Normandy lessened the power of the king.
 3. The King's Council of William of Normandy and his successors included no church officials.
 4. The members of the Privy Council of the fourteenth century were elected by the people.
 5. The cabinet was first formed from a section of the Privy Council.
 6. Lord Clarendon was the first prime minister of the British parliament.
 7. Party politics hampered the development of the cabinet.
 8. There is a striking resemblance between the old King's Council and the present House of Lords as far as membership is concerned.
 9. Government in Britain by representatives of the people has its beginnings in the local courts.
 10. The Industrial Revolution had no effect on the struggle for democratic government.
 11. The years 1832 and 1928 are very important milestones on the road to parliamentary reform.

We must now expand our knowledge of this sub-problem by reading, group discussion and other class activities. Following are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO and DISCUSS. Under READ are listed the books from which we can gather further information. Under DO are suggested topics for committee investiga-

tion. Under DISCUSS are topics suitable for open forum and group discussion. (Small classes will undertake one or two projects).

Read (one or more of the following).

The Story of Britain and Canada, pages 12, 19, 25-26, 30-32, 65-94.

The World of Today, pages 221-232.

Living in Our Social World, chapter XX.

Building Our Life Together, chapter XIV.

Do.

1. On an outline map of England locate and name the places of importance in the development of democratic government in England.

Guide: *The Story of Britain and Canada*
The World of Today.

2. Report on the struggle for parliamentary reform in Britain during the period 1830 to 1928.

Guide: *The Story of Britain and Canada*, pages 86-94.

3. Dramatize the forming of the Model Parliament in 1295.

Guide: *The Story of Britain and Canada*, pages 31-32.

Look up the life of Simon de Montfort in the encyclopedias and British history books available.

4. Report on the origin and growth of the cabinet system.

Guide: *The Story of Britain and Canada*
Encyclopedia and other history books.

5. Make a frieze or pictorial graph illustrating the development of national government in Britain from Anglo-Saxon times until the present.

Guide: *The Story of Britain and Canada*, see index for various references.

6. Write a short account of the life of one of the following persons who have played an important part in the struggle for democratic government—Cobbett, Mrs. Pankhurst, Place, Owen.

7. Arrange a mock parliament in the classroom to show how points are debated and how the cabinet functions.

Guide: *Canadian Democracy in Action*.

Discuss.

1. Is education for citizenship in a democracy given sufficient attention in our school?

2. Has democratic government been won for us by our predecessors or does the struggle continue?

3. Discuss the freedom enjoyed by all individuals under the democratic government in Canada. Do other forms of government afford more or less personal freedom?

4. Do democratic measures in the classroom demand more responsibility from the pupil?

Terms we should understand.

Democratic government, parliamentary government, franchise, suffrage, legislature, monarch, secret ballot, reform, electorate, cabinet, chartist, Witan, responsible government.

PUPIL'S NOTEBOOK.

Our notebook should now contain:

(a) A summary of the reading done.

(b) Summaries of reports given in class.

(c) Pictures illustrating the work covered.

(d) Newspaper clippings of current affairs.

(e) Outlines, charts and diagrams developed in class.

Sub-Problem 2

HOW DID CANADA ACHIEVE RESPONSIBLE GOVERNMENT?

(6 periods)

With the story of how the British people won for themselves democratic government fresh in our minds we are well prepared to follow the struggles of our own country for responsible government and to understand the significance of that conflict. Canada's history has, as we shall see, been strongly influenced by the course of events in England and by political developments in the United States.

Our problem begins on the Plains of Abraham near the site of Quebec city where in 1759 the army of General Wolfe defeated the French and New France became a British colony and a northward extension of Britain's colonial possessions on the Atlantic coast, now the New England states.

At first Canada was governed by the Governor who represented the King. He was to be assisted by an elected legislative assembly but years passed before an assembly was elected. This was government by royal proclamation. Rule was entirely in the hands of the king and his parliament in Britain.

The Quebec Act, 1774.

Conflict between the interests of the English and the French led to the Quebec Act of 1774 which left the French their own civil law but made British criminal law the law of Canada. It also removed certain religious restrictions and allowed Roman Catholics to hold public office. This Act gave Canada a more representative legislature.

The period of 1773-1783 was full of unrest for Canada. During this period the New England colonies fought for and won their independence. As a British stronghold and threat to the rebel forces Canada became the scene of fighting. Attempts to capture Quebec failed largely because of the strength of the British navy. The forces of Washington, unable to take Canada, retired, and in 1783 Britain was forced to acknowledge the independence of the United States but Canada remained under the British crown. The significance for Canada of this war of independence was the influx of sixty-thousand loyal British subjects from the United States to Canada and the establishment of a new, rival nation as a neighbour.

The Constitutional Act of 1791.

The arrival of these Loyalists brought fresh problems for Canada. They settled on the upper St. Lawrence while the French lived on the lower St. Lawrence. Differences in ways of living, religion, language and laws between the English and the French led to the division of the country by the Constitutional Act of 1791 into Upper and Lower Canada. Lieutenant-Governors were sent

to each capital, Quebec in Lower Canada and New-ark in Upper Canada, and for the first time Canadians had the privilege of electing members to the two legislative assemblies.

Once more war led to a growth of population and important political developments. This time it was the Napoleonic Wars (1799-1815). These wars between Britain and France led to the last armed conflict between Canada and the United States. This latter was an indecisive and unpopular war. Disturbed conditions in Britain following 1815 sent many settlers to Canada where they found a rough but warm welcome. Government in Canada was by no means democratic at this time and firm protests against the rule by the few now were heard. The cause of democracy was being fought in England at this time and was making great gains. Why should Canada not have parliamentary rule? In Upper Canada William Lyon Mackenzie was the chief agitator against the rule of the Legislative Council whose members were appointed for life from the ranks of a small group of conservative loyalists and were empowered to veto legislation of the Legislative Assembly. Mackenzie's attack on the government led to his expulsion from the Assembly. Five times he was elected to the Assembly and rejected by the Tories. In 1834 he and his followers were returned to the legislative assembly with a majority.

In Lower Canada political affairs had taken a similar turn. The leader against autocratic rule was Papineau. Armed revolt in both Upper and Lower Canada and open talk of joining the United States stirred London to send Lord Durham to investigate the causes of the discontent. He arrived in Canada in 1838. His stay lasted only five months during which he did much to allay the bitterness and political hatred that had developed, although his departure was followed by another uprising in Lower Canada.

The Act of Union, 1840.

Early in 1839 Durham presented his Report on the Affairs of British North America to the British parliament. The Report recommended the union of the two Canadas, self-government such as they had in England at that time and that the French be persuaded to take on an English outlook on life.

The result of the Report was the Act of Union passed by the British parliament in 1840. The provisions were:

1. There was to be one Canadian parliament.
2. Parliament was to consist of two chambers:
 - (a) Legislative Council appointed for life;
 - (b) An elected assembly, half the members from each province with a four-year term of office.
3. The Governor-General was to represent the King.

Lord Sydenham, the Governor-General, chose a Cabinet but omitted a French representative. This added to the French grievances against the

Union. For clear-thinking Canadians the question was, is Canada to have self-government, or does the Governor-General intend to rule as he had done in the past? Baldwin, the leader of the Upper Canada Liberals, was the most forthright in pressing the question. He and Lafontaine formed a really representative cabinet in 1842 and made considerable progress towards self-government until the arrival of Sir Charles Metcalfe as Governor-General who declared that he would listen to parliament but would make all decisions himself. He was the last Governor to rule Canada. Lord Elgin his successor who believed in self-government for Canada had a stormy term of office and actually was mobbed for not showing more authority. He was the last Governor to take an active part in Canadian politics. From 1849 on the cabinet ruled, backed by a majority in the Assembly, while the Governor, like the King of England, acted as the symbolic head of the state. Responsible government was finally established in Canada.

The principles for which Baldwin and Papineau had fought had at last been recognized. From now on no appointment to office was to be made by the Governor except after consultation with his cabinet. In future the Governor must not identify himself with any particular political party or interfere in any way with elections. The Governor no longer regularly attended the cabinet meetings.

The Union, however, was not working well. Racial and religious differences between the two groups were too strong. The English element now in the majority began to demand "Representation by Population."

In Nova Scotia political events closely paralleled those in the rest of Canada. Here the spokesman for self-government was Howe, who although a peaceful man was a forceful leader of the Liberals. Reforms were made in Nova Scotia and New Brunswick without the bloodshed that marked the progress of democratic government in the Canadas.

The Civil War in the United States in 1861 led to a disagreement between England and the United States which in turn endangered the peace of Canada. Fear of a common enemy brought the separate groups in Canada together. Macdonald, the leader of the Conservative party, was eager to preserve the ties with Britain. Cartier, the French leader also agreed that Canada must be defended and that Canada should bear some of the expense. At this time Galt who saw the need for union, suggested a confederation, with each province retaining special responsibilities. The idea was accepted by Brown, Cartier and Macdonald who gave it the backing which put it into effect.

A meeting of these leaders took place at Quebec in 1864 to consider confederation. A second meeting was held at Charlottetown where Tupper, now Prime Minister of Nova Scotia, and Tilley, Prime Minister of New Brunswick, joined the discussion. A third meeting was called at Quebec. Only Newfoundland and Prince Edward Island held aloof from the idea of confederation, but Prince Edward Island changed its mind in 1873.

One decisive factor in favour of confederation was the close of the Civil War in the United States in 1865. Plots were hatching on the border between Canada and the United States for the invasion of Canada.

In 1866 sixteen representatives of British North America met in London to draw up a document known later as the British North America Act. We should note that Canadians were drawing up their own constitution for the first time. The chief provisions were:

- (a) The Dominion of Canada is to be formed of federated provinces.
- (b) There is to be a federal parliament of two chambers, a Senate of 72 members and an elected House of Commons in which Quebec is to have 65 seats and the rest of the provinces represented in proportion to their population. (In 1948 the representation by provinces is Ontario 82, Quebec 65, Nova Scotia 12, New Brunswick 10, Manitoba 17, British Columbia 16, Prince Edward Island 4, Saskatchewan 21, Alberta 17, Yukon 1).
- (c) Each division is to be called a Province and authority is to be divided between the Province and the Dominion.
- (d) The King is to be represented at Ottawa by a Governor-General and at the provincial capitals by Lieutenant-Governors.

John A. Macdonald led the first government formed under the B.N.A. Act. Self-government had been established in every province in Canada (at that time Ontario, Quebec, New Brunswick and Nova Scotia). But they were widely scattered and needed other ties to knit them into a nation. A railway line between Halifax and Montreal was started in 1868 and when in 1871 British Columbia joined the confederation, she did so with the understanding that within ten years a railroad would connect the Atlantic and the Pacific coasts. By 1885 this tremendous undertaking was completed and Canada was preparing under her National Policy for the great industrial developments which were to follow.

Test your understanding of the above overview of sub-problem 2. Complete each of the following statements by placing the number of the best completion in the space provided.

1. The story of responsible government in Canada begins in 1760 because in that year
 - (1) the French withdrew from Canada
 - (2) Canada came under British rule
 - (3) British law was established in Canada
 - (4) the first legislative assembly was elected (.....).
2. One important provision of the Quebec Act of 1774
 - (1) destroyed French culture and ways of life
 - (2) gave Canada responsible government
 - (3) allowed French-Canadians to use French civil law

- (4) imposed restrictions on Roman Catholics (.....).
3. One significant result for Canada of the War of Independence in the New England colonies was
 - (1) the loss of population to the United States
 - (2) the establishment of important trade agreements between Canada and the United States
 - (3) the arrival in Canada of many thousands of loyalists
 - (4) the beginning of an Independence movement in Canada. (.....).
4. The Act of Canada of 1791 gave Canada a new constitution which
 - (1) divided Canada into two separate colonies
 - (2) denied the people the privilege of electing a legislative assembly
 - (3) established a central government at Ottawa
 - (4) finally solved the differences between French Canadians and the English element in Canada. (.....).
5. The years of political unrest in Britain following the Napoleonic Wars (1799-1815) which led to important parliamentary reforms
 - (1) had no effect on political affairs in Canada
 - (2) disheartened political reformers in Canada
 - (3) were paralleled by violent political disturbances in Canada
 - (4) caused the British parliament to turn a deaf ear to complaints about British rule in Canada. (.....).
6. Lord Sydenham's first cabinet, following the Act of Union represented
 - (1) equally, the French and English elements of the assembly
 - (2) the party with the greatest number of members in the assembly
 - (3) both political parties but contained no French-Canadians
 - (4) the French-Canadians only. (.....).
7. Lord Elgin
 - (1) was the last Governor to take an active part in Canadian politics
 - (2) was mobbed for exceeding his powers as Governor
 - (3) distrusted the French-Canadians
 - (4) was not sympathetic towards parliamentary rule. (.....).
8. One of the most important factors which influenced the adoption of Confederation in Canada was
 - (1) fear of invasion from the United States
 - (2) the unanimous approval of the Canadian people
 - (3) to ensure a more equitable method of taxation

- (4) pressure from the settlers in the West. (.....).
9. The British North America Act gave Canada a constitution framed by
 - (1) Canadian statesmen
 - (2) the British government
 - (3) Lord Durham
 - (4) John A. Macdonald. (.....).
10. Canadian politics from 1868 to 1885 were most strongly influenced by
 - (1) Canada's immigration policy
 - (2) differences with the United States
 - (3) the building of the trans-Canada railway
 - (4) dominion-provincial relations. (.....).

Selected projects from those listed under READ, DO and DISCUSS may now be attempted. The number of activities undertaken will depend on the size of the class.

Read (one or more of the following).

The Story of Britain and Canada, pages 145-195.

The World of Today, pages 234-248

The Romance of Canada, chapters VIII, IX, XIII, XIV, XV

Canadian Democracy in Action chapter III.

Do.

1. On an outline map of North America shade in with coloured pencils (a) Canada in 1763, (b) Canada in 1774, (c) The English colonies before the War of Independence, (d) Canada in 1867.

2. Write a short biography of one of the following, giving particular attention to the personal characteristics that made them leaders in Canada's history: Carleton, Durham, Sydenham, Elgin, W. L. Mackenzie, Papineau, Howe, Tilley, Tupper, J. A. Macdonald, Galt, Cartier.

Guide: Encyclopedias, biographies and references in available textbooks.

3. Draw a chart in the form of steps to show the gradual progress towards responsible government achieved in 1867. Under each step write the name of the event or the Act which formed the step upwards.

Guide: *Romance of Canada*, page 256.

4. Write a report on the discontent in Upper and Lower Canada which led to the uprising prior to Durham's investigation.

Guide: *Romance of Canada*, chapter XIII
Story of Britain and Canada, pages 160-168.

5. Report on the conferences at Quebec and Charlottetown which preceded the framing of the B.N.A. Act.

6. Draw a chart to illustrate the composition and functions of the Federal parliament.

Guide: *Our Provincial Government*, page 8
Canadian Democracy in Action, chapter III.

Discuss.

1. In what ways do the Governor-General and the Lieutenant-Governors serve the people of Canada?
2. What special qualities do you find in the characters of the men who have helped to shape the history of Canada?
3. Why should the good citizen understand the history of his country?
4. What part are Canadian women taking in politics?

Terms we should understand.

Elected legislative assembly, royal proclamation, civil law, criminal law, Empire Loyalists, parliamentary rule, agitator, veto, legislative council, symbolic, racial difference, confederation.

PUPIL'S NOTEBOOK.

Our notebook should now contain:

- (a) A summary of the reading done.
- (b) Summaries of reports given in class.
- (c) Pictures illustrating the work covered.
- (d) Newspaper clippings of current affairs.
- (e) Outlines, charts and diagrams developed in class.

Sub-Problem 3

WHAT DOES NATIONHOOD MEAN TO CANADA?

(6 periods)

The years since Confederation have seen the steady growth of Canada into a nation of importance, a stalwart partner in the British Commonwealth and a close friend of the United States. Her population has increased from four million in Sir John A. Macdonald's time to twelve million in 1948.

Gradually Canada won the right to control her relationships with other countries. This is demonstrated in Canada's increasing share in drawing up the various boundary and trade treaties with the United States until she finally won complete freedom in formulating her foreign policy. As a very junior partner in the British Commonwealth, following Confederation, Canada had no voice in British foreign policy but at the same time she was committed by the actions of the British government. Both Laurier and Borden were opposed to this treatment which robbed Canada of some of her freedom of action in political affairs. Laurier refused to commit Canada in advance to any course of action. Borden stated clearly that if Britain wanted the support of Canada she must give Canada a voice in foreign affairs. When Canada sent troops to aid Great Britain in the Boer War (1899-1902) many Canadians were opposed to the idea of being dragged into the war. A move to admit the Dominions as senior partners in the British Empire was made when in 1907 representatives from the Dominions met in London at the Imperial Conference. By the appointment of a High Commissioner to Britain in 1879 Canada established the right to regulate her trade relations with other countries.

World War I.

When in 1914 Canada voluntarily sent her armed forces to the support of Great Britain, she took a long step towards full national status. Canadians played a distinguished part in the war, winning for themselves the respect and admiration of other nations, and Canada's premier held a seat in the Imperial War Cabinet to take part in the shaping of the war policy.

Making the Peace.

Because Canada had freely and generously contributed to the war against Germany, Sir Robert Borden was determined that Canada should be adequately represented at the peace conferences. Canadian delegates helped to frame the peace treaties which were later signed by Canadian representatives. Canada was now recognized as a nation in her own right. As such Canada was given a seat in the League of Nations. Canada's attitude in the meetings of the League and in her relations with Great Britain clearly indicated that she did not intend to be bound by British diplomacy.

Growing Independence.

When Canada completed the Halibut Treaty of 1923 with the United States the signatures of Can-

adian and American representatives only appeared on the treaty. Thus for the first time Canada completed an agreement with a foreign power without the formal agreement of the British government. From then on Canada had full control over her foreign affairs. To attend to her interests in foreign countries Canada needed representatives in those countries with which she had economic and political relations. Gradually the number of her representatives abroad has been built up to twenty-eight. This figure includes seven high commissioners, eleven ambassadors, five ministers, two heads of missions and three consul generals.

During the years following 1920 the British government removed a number of restrictions which had curtailed the power of the Canadian parliament. The Balfour Report of 1926 declared that the members of the Commonwealth "are autonomous communities within the British Empire, equal in status, in no way subordinate to one another."

Statute of Westminster, 1931.

The spirit of the Balfour Report was formally stated in the Statute of Westminster. From that date the British parliament could pass no laws that were binding on Canada and all imperial legislation must have the assent of the Dominions in order to become effective. Only two important restrictions remained.

1. Amendments to the British North America Act must be made through the British parliament.
2. Appeals to the Judicial Committee of the Privy Council could continue.

Economic and Cultural Progress.

Bound up with Canada's progress towards nationhood following World War I was her rapid economic development and the beginnings of a distinct national culture. The trans-Canada railway had opened up the rich virgin land in the West and settlers streamed in by the thousands. The farming industry begun in the late years of the last century boomed in the war years between 1914 and 1920. Mining and lumbering expanded to meet new demands. Canada became one of the leading manufacturing countries of the world. When the depression hit the world in 1929 Canada suffered with the rest of the world for her economy was dependent on world markets.

As Canada grew in stature as a nation and a manufacturing country her population increased, cities sprang up, schools and universities were established. A new national spirit, a love for this new homeland developed. Poets were stirred to write about the beauty of this land. Artists depicted the grandeur of Canadian scenery as they saw it. Novelists wrote stories of Canadian life. Composers wrote Canadian songs and music. In our universities research work in the scientific field was being conducted which was to make important contributions to the advance of science. The work of Dr. Banting in the

discovery and use of insulin is a fine example of Canada's achievement in this direction.

World War II.

When war broke out again in Europe and Britain was once more forced into battle against Germany and her allies, Canada, free to decide her own course of action, declared war on the enemies of Great Britain.

The distinguished and gigantic part which Canadians took in the war brought a well-deserved fame and honour to this country. Canadian forces fought nobly on all fronts. Canadian food products enabled the people of Britain to hold out against a dangerous enemy. Canadian war equipment played a decisive part in the defeat of our enemies.

Post War Canada.

In winning the peace Canada is making a notable contribution. Canada has emerged from the war with her country intact and her industries highly developed. As an exporting nation Canada rose to second place during the war. War-torn Europe continues to need Canadian products and Canada has generously given through UNRRA, and other relief organizations and through loans to needy countries, the aid that is expected of her. The efforts of the United Nations Organization towards world peace have been supported by Canadian representatives.

Until January the First, 1947, although the people of Canada were known the world over as Canadians there was no such thing as a Canadian citizen. We were British subjects or still subjects of our native land. The Canadian Citizenship Act gave us the title of Canadian citizens. It is a title which carries responsibilities as well as pride. It is the duty of every boy and girl in Canada to know the story of their homeland, to understand Canadian political and social institutions, to take pride in the work of famous Canadians and so prepare themselves to love and serve this land as good citizens.

Test your understanding of the above paragraphs. Here are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas expressed in the above paragraphs.
1. Canada became a full-fledged nation at the signing of the B.N.A. Act in 1867.
 2. Laurier and Borden were not content with the status of junior partnership in the British Commonwealth which excluded Canada from a voice in imperial legislation.
 3. Canadian troops did not take part in the Boer War.
 4. The recognition of the Dominions as senior partners in the British Commonwealth came

with the meeting of representatives of the Dominions at the Imperial Conference.

5. In 1914 Canada declared war on Germany and her allies.
6. Canada was represented at the peace conferences following World War I and in the League of Nations as a member of the British Empire, not as a separate nation.
7. The signing of the Halibut Treaty of 1923 between Canada and the United States marks the beginning of Canada's full control over her own foreign affairs.
8. The Balfour Report of 1926 clearly defined the status of the members of the Commonwealth.
9. The last restrictions on the political freedom of Canada were removed by the Statute of Westminster.
10. The greatness of a nation can only be demonstrated on the battle field.
11. When Britain declared war on Germany in 1939 Canada automatically became involved in the war.
12. The Canadian Citizenship Act of 1947 made all of the people living in Canada good Canadian citizens.

Make certain that you understand the following words that have appeared in this subproblem:

Nationhood, foreign policy, representative, imperial, trade relations, national status, diplomacy, restrictions, autonomous, communities, subordinate, UNRRA, United Nations.

Current Affairs.

One of the responsibilities of citizenship is keeping well-informed on the important affairs of the community, the province, the Dominion and the world. This is a broad field for the young student but there are many aids by which he can gradually become acquainted with world affairs. He may listen to one good news broadcast daily. He may scan the headlines of the daily newspaper for items of news that link up with classroom studies. He may read such magazines as *World Affairs* and *Junior Scholastic* in which world and national news is edited specially for school children.

While engaged on this section of the problem the student should scan the newspapers for references to Canadian citizenship, Canada's dealings with Great Britain, the United States and other foreign countries, Canada's part in the United Nations activities and the achievements of any internationally known Canadians.

A selection of the following pupil and class activities should now be attempted. Every student should try to complete some of the reading exercises. The number of DO and DISCUSS activities undertaken will depend upon the size of the class.

Read.

The Romance of Canada, Chapters XVII, XIX, XXI

The World of Today, pages 245-64, 311-322, 336-356

Canadian Democracy in Action, Chapter VIII

The Story of Britain and Canada, pages 191-205.

Do.

1. Draw a chart in the form of steps showing Canada's progress towards nationhood. Begin with the B.N.A. Act on the lower step.

2. Write an interesting class report on one or more of the following topics:

- (a) Sir Wilfrid Laurier
- (b) Sir Robert Borden
- (c) General A. G. L. MacNaughton
- (d) Canada's part in World War II
- (e) Mr. MacKenzie King
- (f) Canada's aid to Europe since World War II.
- (g) Canadian Citizenship.

3. Arrange a home-room program to illustrate Canada's cultural growth. Have a reading of Canadian poems, singing of Canadian songs, playing of Canadian compositions for piano. Arrange a collection of reproductions of the best Canadian art.

4. Write a report on Canada's role in world affairs today.

Discuss.

1. Should Canada help Europe to recover from the effects of the war?
2. What is a good Canadian citizen.
3. What is the difference between a country and a nation.

Things to do in Other Classes.

Dramatics: Canadian plays; dramatization of Canadian historical events.

Literature: Reading of Canadian poems and stories.

Science: Canadian contributions to science.

Art: Canadian artistic achievements.

PUPIL'S NOTEBOOK.

Our notebook should now contain:

- (a) Summary of the reading done.
- (b) Summaries of reports given in class.
- (c) Pictures illustrating the work covered.
- (d) Newspaper clippings of current news items connected with the work.
- (e) Outlines, charts and diagrams developed in class.

Culmination of the Unit (3 periods).

The main body of the work on this problem has now been completed. We have studied the growth of democratic government in Canada in three stages:

1. The origin and growth of parliamentary government in Great Britain.
2. The development of responsible government in Canada.
3. The attainment of nationhood by Canada.

It remains for us to check over the work done in class. Perhaps a class period should be devoted to this review. Then we should turn once more to the objectives of the problem and ask ourselves if we have reached these goals. Have we:

1. A knowledge of the cabinet system of government?
2. An understanding of the machinery of government at Ottawa?
3. An appreciation of the growth of democracy in England and Canada?
4. A knowledge of how Canada developed from a group of colonies into a nation?

Review Exercises

Our review of the whole problem can be carried out very effectively by the discussion of general topics related to the above objectives. Small groups may have round table discussions and large classes open forums led by the teacher. These discussions, topics for which are listed below, will enable us to use the knowledge we have gained by our study and investigation of the problem.

Objective No. 1.

1. By what steps did the cabinet system come into being?
2. What is the composition of the cabinet and what is the work of each member?

Objective No. 2.

1. How are the people in our community represented at Ottawa?
2. How are laws made at Ottawa?
3. What is the Senate? What part does it play in our government?
4. Why is it the duty of every citizen to use his vote?

Objective No. 3.

1. What are some of the outstanding incidents in the struggle for democracy in England?
2. To what men in Canada are we indebted for their contributions to the cause of democracy?
3. Why is education essential in a democracy?

Objective No. 4.

1. Compare the government of Canada today with the government under the Constitutional Act of 1791.

2. What important events in the national life of Canada since 1914 indicate that Canada is now an important nation?
3. Why are patriotism and loyalty to our country duties of every young Canadian?

Study Review Exercises.

Study your notes on the reading, reports and other classroom activities. A review test of all the facts learned in the development of this unit is desirable. This test should be prepared by the teacher.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Question	1	2	3	4	5	6	7	8	9	10	11	12
Page 45	A	A	D	D	A	D	D	A	A			
Page 48	A	D	D	D	A	D	D	A	A	D	A	
Page 51	2	3	3	1	3	3	1	1	1	3		
Page 54	D	A	D	A	D	D	A	A	D	D	D	D

Written Review Exercises.

Write a short essay on one or more of the following topics:

1. Why I Prefer to Live in Canada.
2. The Man Who Has Done Most to Establish Democracy in Canada.
3. My Visit to the Legislative Assembly or the Local Council.
4. How Our School Fosters a Democratic Spirit.
5. Why I think Canada Is a Great Country.
6. A Good Canadian Story I Have Recently Read.

Audio-Visual Aids.

The following films and filmstrips illustrating the work in this problem are available from the Audio-Visual Aids Branch, Department of Education.

Ballot Boxes, Dominion Electoral System,
T 262

Democracy, T 220

Development of the Electoral System, Great Britain

Part I, *Thirteenth Century to First Reform Act;* P 783

Part II, *Chartist to Universal Suffrage,*
P 784

General Elections in Britain, 1945, P 877

Local Government, England, T 252

Local Government in an English County Town,
P 771

Mother of Parliament, T 244.

PROBLEM V

HOW INDUSTRIALISM IS AFFECTING FAMILY AND COMMUNITY LIFE

Overview of the Unit (3 to 4 periods).

Up to this point our social studies have given us a broad picture of the geographical features of the world we live in, a more detailed knowledge of how goods are produced and distributed in Canada, and an appreciation of the growth and development of democratic government in the motherland and in our homeland of Canada. Our studies have dealt chiefly with Canada or the Canadian community as a whole in relation to the world in which we live. We are now going to narrow our attention down and focus it on our local community and its problems in our modern industrialized world.

The story of mankind as far back as we can trace it tells of the existence of institutions and organizations which have taken root and become part of the life of human beings living together in groups. Each of these institutions has its own particular part to play in maintaining the social order. The nature of this task may change from century to century and from country to country but within the frame-work of any society, past or present, we find a great similarity of institutional growth. A study of these institutions will help us to understand some of the problems of modern society.

The institutions on which we are most dependent for social well-being are the **home**, the **school**, the **church** and the **community**. They are the cornerstones of our society; in fact they might be called **our social foundations**. Just as a sturdy building requires a firm foundation, so our democratic society can be strong only if our social foundations are sound, vigorous institutions.

The most significant occurrence in modern times has been the growth of large-scale industry with its great variety and volume of products. In Problems II and III our study of production and distribution has drawn our attention to the recent rapid changes in manufacture and transportation and the problems that result from a swift mechanization of so many aspects of living. These changes have naturally had their effects on our homes and communities. Our problem of study in Problem V is to develop an understanding of the effects of these changes on at least two of our social foundations, the **home** and the **community**.

Pretest.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. A clear knowledge of the role of the machine in civilization is necessary in order to understand the function of our social foundations.
2. New mechanical inventions always improve our social institutions.
3. The family was happier without so many labour-saving gadgets.
4. The state has assumed most of the responsibilities of bringing up a family.
5. Strong family ties are no longer possible in a highly industrialized society.
6. Changes in family life are bound to occur and we must be prepared to meet the new problems that may arise.
7. A family in which the parents expect obedience from their children can still be democratic.
8. Children who are given a large weekly allowance are happier than those who receive only a small allowance.
9. Children in Grade 9 should be allowed to help in planning the family budget.
10. The family is still the most important unit within the community.

The Objectives of the Problem.

As each new problem is presented in our Social Studies course we should ask ourselves why we are studying the problem and what we expect to learn from our work on the problem. Below are listed briefly the answers to these questions. They represent our aims or objectives in the work ahead.

1. An understanding of the function of the family in modern society.
2. An understanding of community organization.
3. An appreciation of the effects of industrialism, science and modern invention on family life with special reference to further changes that may take place in the future.
4. An awareness of the problems connected with family and community living in both rural and urban areas.
5. A better understanding of the function of local government in providing social services.

Organizing Our Work.

The problem before us has been defined, our objectives have been outlined and the pretest has asked us to express an opinion on certain questions bearing on the problem. We may have been doubtful about our answers, which simply means that there is something, perhaps quite a lot, for us to learn about this problem. Our next task is to make a rapid survey or outline of the material available and useful for this work and the drawing up of a work plan. The size of our class will determine how the work is to be or-

ganized. In classes of thirty or more an outline of the material to be studied will need to be drawn up in some detail and committees organized for student investigations under teacher guidance. Smaller classes will have fewer committees working and may in some cases limit their survey to a rapid reading and discussion of the contents of this study guide.

The following questions will assist in making the initial survey or overview. They conveniently divide the large problem into smaller areas of study.

1. What is the function or task of the family in modern society?
2. How has industrialism affected the physical aspects of family living in Canada?
3. What is the function of the community in our society?
4. How has industrialism affected the physical aspects of community living?

Our overview of these questions or sub-problems will include the following:

1. Make a survey of the material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.
2. Decide which committee investigations are to be undertaken by the class. These should be chosen from this study guide. The committees may then be formed and commence work immediately on research work for class reports.

N.B. The teacher is referred to the bulletin, *Social Studies for the Intermediate Grades*, for data on committee organization. Small classes of from three to five pupils should not attempt more than three or four committee investigations throughout the entire unit. This overview should not take longer than three or four periods.

Current Events.

A great deal of the work connected with the problems of family and community life will naturally be bound up with what is going on at the present time. Comparisons will be made between life and events of the past and life in the family and community today. Text book references given in this study guide will supply the general information on the subject but these must be supplemented by personal surveys of what is happening in the community today and by attention to local or national problems discussed in the local newspapers and in such popular magazines as Maclean's. Our studies should enable us to perceive and understand the current problems of family and community life and to discuss them intelligently.

PUPIL'S NOTEBOOK.

A brief statement of the problem and an outline of material useful for the work on the problem should now be in our notebook.

Sub-Problem 1

WHAT IS THE FUNCTION OF THE FAMILY IN MODERN SOCIETY?

(5 periods)

The family is the most intimate and familiar of the social groups. We are all members of a family and the associations we form within the family circle are the most influential and lasting in our whole lives. The purpose of the family is the rearing of children which includes their training in social living as members of a social group. The child has not only to be fed, clothed and sheltered but has also to receive an education which will develop him as an individual with a sense of responsibility towards himself and society. He must particularly learn to appreciate the importance of the institutions which are the foundation of Canadian democracy.

Within the family circle, under the guidance of our parents, our personalities develop and take shape. Our manners, morals, attitudes, aspirations and expectations are moulded by the family influence. We all know that our family is responsible for our conduct. The baseball from Billy Logan's bat that crashes through Mrs. Larson's window, compels Mr. Logan to reach down in his pocket for the price of a pane of glass. The ill-mannered child brings disgrace on the family just as the good behaviour and successes of the child bring credit to the family. The family is often the cultural agent supplying the encouragement and the means for the child to learn to play a musical instrument, to sing, to dance, to paint, to read good books, and to learn numerous hobbies and sports.

A century ago family life in Canada had a firm religious foundation. Marriage was a sacred bond which only death could break. Many religious observances were woven into the pattern of every day family life. Meals began with thanks to God. Prayers were said at bedtime. The Sabbath was strictly observed by church attendance and scripture reading at home. A steadfast faith in God permeated family relationships and held the family together. The Christian religion gave the family a set of moral principles and ideals which provided the spiritual guidance that life demanded.

Today the religious foundation of the family is weakened. In many cases faith in God has been replaced by a faith in material things. Many family problems can be traced to this lack of religious belief. Marriage ties are not so strong as they were. Divorces, which break up family life, are easily obtained. Sunday is treated by many as a holiday to be given over to pleasure. The Bible and the lessons it teaches are not so familiar to many of us today as they were to our grandparents. It is clear that if we are to solve many of the serious problems that face us today we must understand the principles of the Christian faith and try to live up to them. Religion must play a large part in family life once again.

Within the family circle we learn the value of our social foundations. We discover that only through co-operation, as we work and play together, can we make our best contributions to the group life, whether at home, in school or in the community at large. In co-operation we also learn to value the rights and abilities of others, an important consideration in democratic behaviour. In fact, we may say that democracy begins in the kind of family in which individuals are trained to live together co-operatively.

Family life is rapidly changing under the influence of modern industrialism. The pioneer home performed many more functions for its members than does the modern home. In pioneer days families ground their flour, cured their meat and spun their cloth. They were, in fact, almost completely independent of outside help in meeting their requirements of food, clothing and shelter. They were also dependent on their own resources for recreation. The family attended community gatherings as a group, and young and old entered into the simple pleasures of the spelling bee or the square dance.

Today machinery performs many of those tasks that used to be part of the household work and we are not expected to know how to weave and bake bread as our grandmothers did. There is less drudgery in the home for parents and children but there is still the need for team work. There are still jobs to be done such as washing-up and dusting that require our help. This willing team work is the basis of family life.

Within the family circle we learn the importance of kindness and the willingness to share, without which life would be very grim. We stay at home to look after the baby while our parents go out. We pass on toys and clothes to needy people. From our allowances we make contributions to the church and to charitable organizations, the Red Cross, the Salvation Army, etc. Acts of kindness, we find, not only win us friends but bring their own reward in kindness returned.

Family relationships have undergone a change during the past fifty years. The rule that children 'should be seen and not heard' which used to be rigidly observed has now been modified. Harsh discipline which was once considered necessary by even the kindest of parents has been replaced by a self-imposed discipline. In other words instead of wiping our shoes on the mat before going into the house because we fear the sharp and perhaps painful reminder from mother that mud is not welcome on the kitchen floor, we do so because we appreciate a clean house and understand and share the work involved. The old autocratic rule of parents in the family has largely been replaced by democratic methods. Responsibility in the family is largely shared according to age and capacity.

The obligations of the family towards matters of health, education and recreation have not been lessened in recent years although the state has assumed some responsibility in these fields. Our health education begins at home and the family

must learn to use the many health services offered by the state. The state uses a minimum of compulsion in a democracy. This can be seen in our education laws. Parents must send their children to school in Alberta between the ages of seven and fifteen, but the many educational opportunities beyond the eight grades of elementary school are taken advantage of by the family on a purely voluntary basis. So far as recreation is concerned there has been a general change in attitude on the part of the family. When the family chores took up so much time, play was regarded as a wicked waste of time. Now we realize that a lot can be learned through play and with our increased leisure time recreation plays an important part in family life. In summer the lake cottage, picnics and car trips provide families with outdoor enjoyment and in winter the home is the scene of family games, family hobbies and radio listening. Often the best features of family life are brought out when all members of the family play together.

Test your understanding of these paragraphs.

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. In the family circle we may develop a sense of responsibility towards ourselves and towards the family as a whole.
 2. The school alone is responsible for our education.
 3. Living together co-operatively as a family is the foundation of a democratic society.
 4. The pioneer family held together much better than the modern family does.
 5. Children should willingly make themselves responsible for certain tasks in the home.
 6. Family life should never interfere with the individual wishes of any of its members.
 7. "Spare the rod and spoil the child" is not a good maxim.
 8. Family life is largely controlled by the state.
 9. Family recreation is impossible because of the difference in ages of members of the family.
 10. Family life is often more secure in homes where the Christian religion is actively practised.

We must now expand our knowledge of this sub-problem by **reading, investigation and group discussion**. Below are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO and DISCUSS. Under READ are listed the books from which we can

gather further information. Under DO are suggested topics for committee investigation and under DISCUSS are topics suitable for open forum and group discussion. (Small classes will undertake only one or two topics).

Read (one or more of the following).

Building Our Life Together, pages 42-55
Living in Our Social World, pages 213-291
Citizenship and Civic Affairs, pages 109-165.

Do.

1. Prepare a frieze or chart depicting changes in Canadian life brought about by industrialism.

Guide: Magazines and newspapers will supply the necessary material.

2. Investigate the size of families in your own family group going back as many generations as possible. Draw a graph showing the size of families over several generations.

3. List the qualities you consider essential in a good home.

4. Prepare a report on modern recreation available to the family.

Guide: Make a survey of the community recreational facilities for the family.

5. Report on the activities which represent your share of responsibility in family life.

6. Collect news items and magazine articles on the problems of family life, such as divorce, juvenile delinquency, etc.

Guide: Newspapers and magazines.

Living in Our Communities, pages 122-124.

Canada Year Book.

7. Arrange a bulletin board display of literature on family care provided by various health and welfare organizations in the province and by government departments.

8. Prepare a report on the family's contribution to good health.

Guide: Red Cross pamphlets.

Health Department pamphlets.

Discuss.

1. Does the modern family do enough for its children?
2. Was the pioneer home a better training ground?
3. Should there be family allowances?
4. Has industrialism improved family living?
5. Does a happy home life depend entirely on the size of the family income?

Things to do in other classes.

Literature: Read

Clearing in the West, by Nellie McClung.

High Plains, by W. Eggleston.

Snowbound, a poem by Whittier.

Mathematics: Graphs.

Community Economics: Community problems under discussion that link up with the Social Studies.

Health: Various health topics.

PUPIL'S NOTEBOOK.

Should contain:

- (a) Summaries of reading done.
- (b) Summaries of reports given.
- (c) Pictures of modern family living.
- (d) Paragraphs on suggested topics.
- (e) The charts, graphs and diagrams developed in class.

Sub-Problem 2

HOW HAS INDUSTRIALISM AFFECTED THE PHYSICAL ASPECTS OF FAMILY LIVING IN CANADA?

(5 periods)

Overview of Unit.

What a fascinating array of gadgets and labour-saving devices for the home we see displayed in the hardware store today! There is hardly a job in the home that cannot be done by one of these attractively produced mechanical contrivances. Washing machines, ironers, vacuum cleaners, dishwashers and many other machines are produced in large quantities at a price that enables most families to buy one or more of them. What do they mean to family life?

1. Increased comfort in the home.

Undoubtedly the home of the average citizen is now much more comfortable than was the case a century ago. Improved heating, lighting and plumbing are the chief items but many other things will come to mind when we study or discuss this point.

2. Less hard work for all members of the family.

A few of the labour-saving devices to be found in the home have already been mentioned, but there are still a thousand and one articles that we can think of that make light work of the many jobs that must be done for the family. Sewing and mending can be done quickly with the electric sewing machine. A telephone call brings the needed groceries which years ago meant a tiring trip for one of the family.

3. Greater freedom.

The housewife and her helpers relieved by modern invention of many chores which took up the whole of the day now have leisure time to pursue social, cultural and even vocational activities.

4. Changed role of women.

The notion that a woman's place is in the home is challenged. Many married women today have regular employment, in office, shop and factory as well as the management of a home. Women, too, spare time from duties to take an active part in politics, in community work, sports and other engagements.

5. Children have fewer jobs to do in the home.

Most children have heard their parents say: "You don't know how lucky you are. When I was a kid we had to . . ." There follows a long list of chores children once had to do as their share of the family work. This leisure time is now given to some form of recreation.

6. Outside activities tend to draw members away from the family circle.

Unless the family works and plays as a unit, home may become merely a place in which to eat and sleep. With some families there is a tendency for members to go in different directions for their leisure activities. Father may like to watch hockey, mother to play bridge and the children to engage in separate athletic and social activities. By so doing they are robbed of the companionship and shared enjoyment that comes from family group entertainment.

Test your understanding of these paragraphs.

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The home of the average citizen is much more comfortable now than it was a century ago.
 2. As the mechanical efficiency of labour-saving devices for the home is improved there will be less need for the family in society.
 3. Modern inventions have produced a great deal of harmful idleness. Mankind would therefore be much better off without them.
 4. The machine has proved itself more powerful and more important than man.
 5. Married women should not be allowed to take employment with a salary.
 6. Women are now playing a very important part in public life.
 7. Children must learn how to use their leisure time to the best advantage.
 8. Family recreation is one of the best means of keeping the family together.
 9. The home-maker's task is much simpler now than it was a century ago.

The following student and class activities centre around problems of family life in urban and rural areas. Students living in cities will be more familiar with and perhaps more vitally interested in urban problems while students living in rural areas will feel the need to study rural problems. However, there is no sharp division between the problems of the two areas and with the breaking down of rural isolation children from farm homes may be keenly interested in urban problems just as city children may want to know more about the problems of rural life. Class discussion will show where the interests of the students lie, which, in turn, will determine the activities selected for study from the following list. The number of activities or exercises attempted by the class will depend upon its size.

Read.

The World of Today, pages 41-62.

Do.

1. Prepare a bulletin board display of modern home conveniences.

2. Write a report on the lives and works of such men as Edison, Morse, Marconi and Bell.

Guide: *Makers of the Modern World*.

3. Prepare a report on the principles and value of air conditioning.

Guide: *The World of Today*, page 60.

4. Write a report on the best means of heating and cooking in your community. Illustrate your report with pictures and charts. State clearly the advantages of the heating system you recommend.

Guide: *Our Farm*, pages 17-27.

Magazine advertisements and pamphlets.

5. Make an exhibit of new building materials or a bulletin board display of illustrations of new building materials. On an outline map show the sources of building material in Canada.

Guide: Magazines on modern homes.

Trade Circulars.

6. Prepare a report on the modern home, rural or urban.

Guide: *The World of Today*, pages 42-54.

Farmstead Planning (Dept. of Agriculture, Edmonton).

Our Farm, pages 17-20.

Beautifying the Home Grounds, Department of Agriculture, Ottawa).

Art books on home decorating.

Magazines such as *Canadian Homes and Gardens*.

7. Report on government schemes for low cost housing in Canada.

Guide: *Classroom Bulletin on Social Studies*, No. 10.

8. Prepare a report on the changes in family life on the farm since the introduction of the telephone, the automobile, electric power and modern farm machinery.

Guides: *The World of Today*, pages 42-58.

Makers of the Modern World, pages 1-10.

Our Farm, pages 20-27.

Farm Electric Plants in Alberta (Dept. of Agriculture, Edmonton).

Discuss.

1. Has rural living improved?

2. Should the state build homes?

Things to do in other classes.

Home Economics: Improved methods of preparing food over the past century.

Science: The principles of air-conditioning and heating.

The principles of an electrical plant.

Drama: Dramatize telephone etiquette.

Literature: Read biographies of great scientists and inventors.

Art: Making of friezes and coloured charts.

PUPIL'S NOTEBOOK.

Should now include:

(a) A summary of the reading on home improvements both urban and rural brought about by the Industrial Revolution and their effect on family life.

(b) Pictures of modern homes and labour-saving devices.

(c) Summaries of reports given in class.

(d) Notes on work taken up in class.

Sub-Problem 3

WHAT IS THE FUNCTION OF THE COMMUNITY IN OUR SOCIETY?

(5 periods)

What is a Community?

The word 'community' means something to every Grade 9 student although its full meaning may not be quite clear. We think of a community first as a place. If we live in the city our community is made up of several or many neighborhoods with names such as Riverdale, Logan Flats, or Highlands; if we live in a small town or a village our community may include the whole town or village; if we live in a remote rural area, miles from the nearest village, our community may consist of every farmer living within a four-mile radius of the local school or church. More important than the community area is the group of people that live in that area, for they give life and expression to what would otherwise be merely a name on a map. A community then is a group of people living in a particular locality under the same law.

Within the past few years Canadians have become conscious of their responsibilities as members of a community in our modern society. In the early pioneer days in the west a fine community spirit prevailed amongst the new settlers. Neighbors worked together in building rough log shacks and clearing the land; women helped each other in times of sickness or in the busy harvest season; and community picnics, barn dances and church socials were the popular sources of entertainment. Time has changed these pioneer settlements. Roads, nearby towns, automobiles, radios and other modern forms of entertainment have created new community problems. They have in no way lessened the importance of the community as one of our social foundations.

Living Together in a Community.

People living together in a community rely on one another to perform certain services for the rest of the community. Doctors, lawyers, teachers, dentists, give the community professional services; store-keepers, merchants, garage mechanics offer goods and services; clergymen attend to the spiritual welfare of the community; librarians, theatre owners, athletes, provide recreation; policemen, firemen, postmen give the community three more important services. These are some of the services our community may provide. Well-organized communities will offer the best services. Some communities for a number of reasons become down at heel and cease to function properly. Others are new and are too young to be well organized. Our reading and investigation will enable us to find out what the true function of the community is and to ascertain for ourselves how well our own community is meeting the needs of its members.

Test your understanding of these paragraphs.

Test your understanding of what you have just read. Below are a number of statements.

Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.
1. The people who live in a community can satisfy their needs better through community living than by living in isolation.
 2. All communities in Alberta are self-sufficient and independent.
 3. The early settlers in Western Canada possessed a fine community spirit.
 4. Community life is democratic because it is the people themselves that largely determine the nature and progress of the community.
 5. A wealthy community should not be expected to give financial assistance to poorer communities.
 6. Good leadership and generous, co-operation from all members are important means to successful community living.
 7. Children are important members of the community. Only where children and adults work together with respect and neighborliness can a good community exist.
 8. The automobile has lessened the need for community life.
 9. Pride in the home town is a worthy and commendable feeling.

Read (one or more of the following).

Living in Our Communities, pages 3-60.

Building Our Life Together, pages 91-109.

The World of Today, pages 62-72.

Do.

1. Make a report on the organization and function of your local government. Illustrate your report with charts.

Guide: *Our Local Government*.

Annual report of local municipal government.

2. Make a circle graph showing the chief social services provided by your community and their approximate cost to the people of the community.

Guide: Annual report of the local city, town, village or municipal council.

3. Interview persons who make important contributions to community life and report to the class.

4. Write a short report on certain communities in Alberta, the reason for whose existence is well defined.

Examples: Wetaskiwin, a trading centre; Drumheller, a mining centre; Banff, a tourist centre; Turner Valley, an oil centre. On an outline map of Alberta mark communities with a symbol representing the reason for their existence.

Guides: *Living in Our Communities*, pages 4-5.

Your Opportunity in Alberta,
Dept. of Economic Affairs, Ed-
monton).

The Alberta Vacation Cruise,
Dept. of Economic Affairs, Ed-
monton).

The Alberta Traveller (A.M.A.,
Edmonton).

Alberta, Nature's Treasure House,
Dept. of Economic Affairs, Ed-
monton).

5. Draw up a plan for improving your community. Illustrate it with pictures and charts.

Guide: *Building Our Life Together*, pages 475-493.

Community Centres in Alberta,
(Dept. of Extension, University
of Alberta).

Community Centres, (Canadian
Council of Education for Citi-
zenship, Ottawa).

Discuss.

1. Should utilities (electricity, water, gas) be privately or publicly owned?
2. Should the community assume the responsibility for better recreational facilities?
3. What social services should we expect from our community?

Things to do in other classes.

Drama: Plays or pageants dealing with community life.

Science: Community services such as water supply.

Mathematics: Graphs and percentages on costs of public services.

Health: Health services of the community.

Community Economics: History of trade and commerce in your community. (Our Store).

PUPIL'S NOTEBOOK.

Notes should include:

- (a) Summary of reading on the function of the community.
- (b) Summary of class reports.
- (c) Collection of pictures, charts, etc., illustrating community life.
- (d) Notes on work taken up in class.

Sub-Problem 4

HOW HAS INDUSTRIALISM AFFECTED THE PHYSICAL ASPECTS OF COMMUNITY LIVING?

(5 periods)

The most far-reaching change in our communities, a change which is still going on in Canada, is the shift of population from rural to urban centres. In Canada during the past fifty years the rural population has dropped from 68 per cent in 1891 to 46 per cent in 1941. This movement of population was particularly noticeable in Great Britain and in the industrialized countries in Europe. The crowding together of thousands of people in factory cities and towns created many social and health problems. Overcrowded, dirty tenements produced unsanitary conditions. In these slum areas children had no place to play and little was done to protect their health and to bring them up decently. It is in these areas, which are gradually being reduced, that the death rate from such diseases as tuberculosis is highest and juvenile delinquency is most prevalent.

The mistakes made in the past in the building up of great industrial cities have been carefully studied by architects and engineers who have specialized in town planning. Most cities and large towns in Canada today employ an architect whose task it is to determine the best layout for the city or town and to ensure that all new building conforms to his plans. Town planners divide the city into industrial and residential zones. In the former certain types of stores and factories can be built. In the latter only houses of a certain type can be erected. This orderly building up of our towns and cities tends to do away with slum areas and produces pleasant, attractive residential areas unspoiled by industrial plants. Such planning calls for a long range view of the city's development for the next fifty or one hundred years.

The great strides in transportation of the past fifty years have made their mark on the community. The bus, the street-car, the truck and the automobile have compelled us to build good roads. And now the aeroplane requires an airport or landing strip. Mechanized transport has brought it own problems. Nearly fifteen hundred persons lose their lives every year in Canada; thousands more are injured and property damage runs into millions of dollars as a result of road accidents. Safety training and the use of safety devices are now an important part of community life.

Clean roads and well-lit streets are two more aspects of our machine age. The importance to the health of the community of a pure water supply has already been investigated. This same water supply may be used to extinguish fires, thus reducing the hazard of fire, to wash off the city streets, and to fill the community swimming pools.

Before the industrial revolution the village green was the common provision made by the community for recreation. Here the villagers gath-

ered on holidays and for special celebrations to dance and sing and to play games. Our communities today are much better served with recreational facilities and we have much more leisure time to devote to such pastimes. In every urban centre one finds besides our modern village green—the recreational park and ball park—town halls, theatres, dance halls, pool halls, bowling alleys, club rooms, skating rinks, tennis courts, curling rinks and other places of amusement.

Modern sanitation plays an important role in the life of our community. Streets are cleaned and drained and garbage is collected. Stores handling food are inspected by sanitary inspectors whose job is to make certain that all regulations concerning the handling and sale of food are adhered to.

Health services are another important aspect of community life which modern scientific research has given us. Well-equipped hospitals have been built in every large urban centre and in many of the smaller ones. Clinics, health centres, sanatoria, blood banks and district nurses are other well-known health agencies whose services mean a great deal to the health and happiness of the community.

Test your understanding of these paragraphs.

Test your understanding of what you have just read. Below are a number of statements. Opposite each write:

(A) If you think the statement agrees with the ideas expressed in the above paragraphs.

(D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas in the above paragraphs.

1. Urban communities in Canada have swollen in size during the past few years.
2. Cities in Western Canada have no slum areas.
3. Low rentals in slum areas usually result in high taxes to combat ill-health and crime in those areas.
4. Town planning places unfair restrictions on those who want to build houses.
5. There is room for improvement in our safety training in Canada both on the part of pedestrians and drivers.
6. Public health services have done a great deal in prolonging the life of man.
7. Good recreational facilities help to reduce the amount of crime in a community.
8. Good social services are one of the blessings of our modern democratic society.

Read (one or more of the following).

Living in Our Social World, pages 508-518.

Building Our Life Together, pages 475-486.

Do.

1. Write a report on the changes that have taken place in your community during the past 20 years. State the reasons for these changes.

Guide: Interview persons who have lived in your community for 20 years or more.

Look over old copies of the local newspaper.

2. Make a report on entertainment facilities in your community now and 50 years ago.

Guide: Interview old inhabitants.

Look up old newspapers.

3. Write a report on the public health agencies at work in your community.

Guide: *Red Cross Pamphlets*.

On the Alberta Health Horizon.

The Protection of the Community's Food Supply.

Sanitation.

Sanitary Disposal of Wastes in a Community, Dept. of Health, Edmonton.

4. Write a report on the community police and fire protection.

Guide: Local Survey.

5. Report on the causes and dangers of slums and efforts to clear them away.

Guide: *Living in Our Communities*, pages 78-80.

Building Our Life Together, pages 488-490.

Discuss.

1. How can we improve safety rules in this community?
2. What part of Alberta or Canada offers the greatest opportunities for a young man or woman looking for employment?
3. Are the sanitation laws properly observed in our community?
4. How should slums be removed?

Things to do in other classes.

Health: Sanitation and health agencies.

Science: Principles of chemical fire extinguishers.

PUPIL'S NOTEBOOK.

Notes should include:

- (a) Summary of reading on recent important changes in community life.
- (b) Summary of reports given by members of the class.
- (c) Pictures and other illustrative material on this phase of the work.
- (d) Notes on work taken up in class.

Culmination of the Unit

(5 periods)

The final phase of our work on this problem is first to make certain that all the knowledge we have gained is pooled. Written reports, booklets, lists of references, scrap books, maps, magazines and all committee or individual investigation should be placed on the classroom shelves, where all members of the class can see them. Perhaps a class period should be devoted to a review of work done, with explanations by committee members, to make certain that the whole class is familiar with it. A large bulletin board display covering the whole problem might be arranged and displayed in the hall.

Next we should turn once more to the objectives, the goals that we should have reached in our study and investigations of the problem. They are:

1. An understanding of the function of the family in modern society.
2. An understanding of community organization.
3. An appreciation of the effects of industrialism, science and modern invention on family life with special reference to further changes that may take place in the future.
4. An awareness and an understanding of the problems connected with family and community life in both rural and urban areas.
5. A better understanding of the function of local government in providing social services.

Review Exercises

Our review of the whole problem can be carried out very effectively by the discussion of general topics related to the above objectives. Small groups can have round table discussions and large classes open forums led by the teacher. These discussions, topics for which are listed below, will enable us to use the knowledge we have gained by our study and investigation of the problem.

Objective No. 1.

1. How do the principles of democracy enter into family life?
2. What are the chief responsibilities of (a) the parent (b) the child, in family life?
3. Why is there a feeling of satisfaction in going home?
4. To what extent are our ideals and standards of conduct established in the home?

Objective No. 2.

1. How is the community the best training ground in good citizenship?
2. What are the services rendered by the community to its members?
3. What truth is there in the statement that community ideals and community living set the standard for national ideals and national life?

4. How are laws made and enforced in the community?

Objective No. 3.

1. What are the chief benefits that the family has derived from the efforts of modern scientists and inventors?
2. How has modern invention improved the community facilities for recreation?
3. What conservation methods should we employ in Canada in order to meet our obligations to future generations?
4. War brings misery to almost every community in the world. How can war be prevented and lasting peace established? What is being done now?
5. How are town planners building for future generations?
6. How does the best type of family life benefit future generations?
7. How does a clear understanding of the role of the machine in family and community life enable us to understand our times? What trends in new inventions will bring further changes in family and community life in the future?

Objective No. 4.

1. What has been the effect of the automobile on (a) family life, (b) community life?
2. How does the modern city remedy the serious defects of crowded living conditions brought about by industrialism?
3. How has rural isolation been broken down in Alberta by modern invention?
4. Has man learned to use the machines he has created so that society as a whole derives the greatest benefits from them?

Objective No. 5.

1. What are the chief social services directly provided by the local government?
2. How can the individual help to improve the services provided by the local government?
3. Why is local government referred to as the foundation of democratic government?

Written Review Exercises.

Write a short essay on any of the following topics.

1. Changes in the Community that I Have Noticed During the Past Few Years.
2. Why Do We Work?
3. The Story of a Great Scientist (or Inventor).
4. A Progressive Community.
5. What Family Life Means to Me.
6. Our Community League; or Our Local Fire Protection; or Our Municipal Hospital Service.
7. Looking After the Aged and Needy in Alberta.

8. The most important labour-saving device in our home.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Questions	1	2	3	4	5	6	7	8	9	10
Page 57	A	D	N	D	D	A	A	D	A	A
Page 59	A	D	A	N	A	D	A	D	D	A
Page 61	A	D	D	D	D	A	A	A	D	
Page 63	A	D	A	A	D	A	A	D	A	
Page 65	A	D	A	D	A	A	A	A		

Study Review Exercises.

Study your notes on the reading, reports and other classroom work. A review of all the facts learned in the development of this unit is desirable. This should be prepared by the teacher.

Audio-Visual Aids.

The following list of films and filmstrips which may be used to illustrate the work in this unit is taken from the catalogues of the Audio-Visual Aids Branch, Department of Education.

- Aeroplanes Change the World Map*, T-1.
- Atomic Energy*, T-300.
- Behind the Headlines* (Newspaper Industry), T-329.
- Bronco Busters* (Calgary Stampede—Koda), T-413.
- Cattle Country* (Ranching—Southern Alberta), T-261.
- City Planning*, P-400.
- City Water Supply*, T-71.
- Defending the City's Health*, T-193.
- Dehydration*, T-155 .
- Early Man and His Food*, P-273.
- Every Drop a Safe One* (Purification of Water), T-47.
- Farming in the Far North*, P-402.

- Growth of Cities*, T-205.
- Highways North* (Alaska Highway), T-16.
- History of Power*, T-17.
- Home Electrical Appliances*, T-99.
- Housing*, P-405.
- Industrial Revolution*, T-75.
- International Date Line*, P-281.
- Irrigation*, P-306.
- Irrigation Farming*, T-290.
- Just Weeds* (Weed Control—Koda), T-85.
- Local Government* (Local Council—England), T-252.
- Local Government in an English Country Town*, P-771.
- Madame Curie and the Story of Radium*, P-70.
- Mail, Historical Survey*, P-669.
- Making Shoes*, T-302.
- Man's Shelter Today*, P-274.
- Mass Production*, Q-177.
- Mechanical and Industrial Progress* (U.S.A.), P-417.
- North-West by Air* (Edmonton to Whitehorse), T-86.
- Our Shrinking World* (Development of Transportation and Communication), T-278.
- Pepys's London*, P-357.
- Port of London, Its History*, P-488.
- Property Taxation*, T-214.
- Railroad Family*, P-515 .
- Reclamation—A Vital Industry*, P-298.
- Romance of the Reaper*, T-381H.
- Safety Patrol* (Street Safety), T-392.
- Sewage Disposal*, Q-213.
- Soil for Tomorrow* (Koda), T-264.
- Story of Penicillin*, P-742.
- Story of Rayon*, P-654.
- The City* (Overcrowding, Better Planning), T-5.
- "The Times" Goes to Press*, P-671.
- They Live Again* (Insulin—Banting), T-245.
- Tom Joins the Safety Patrol*, P-107.
- We Visit a Modern Meat Packing Plant*, P-229.

PROBLEM VI

HOW OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

1. Overview of Unit. (3 to 4 periods) .

In Problem V we learned how our homes and communities are meeting our physical and material needs. We were concerned with our changing social surroundings under the influence of modern industrialism. We noted the problems of housing, slum clearance, health, city planning and recreation in both rural and urban centres. Now, in Problem VI our attention is turned in a different direction to the question of man's cultural needs and to the part our communities play in their fulfilment.

We have often heard it said that "man does not live by bread alone". (What is the source of this quotation?). This statement means that physical and material comforts are not sufficient for complete living. Our homes and communities must do something more than make people healthy and comfortable. They must provide opportunities for people to gain in knowledge, to enjoy beauty and to practice religion. The fine arts, music and literature are the highest forms of human cultural achievement. Religion provides moral and spiritual guidance; it is "the light of life" which lightens and directs the way to the true ends of life and the attainment of our ideals.

Have we ever thought about the true meaning of the word "civilization"? Does civilization mean only material comforts such as modern plumbing, automobiles and radios? Undoubtedly these are a part of our civilization. Such inventions have given us the highest living standards that mankind has yet enjoyed. Are they, however, a necessary mark of a civilization?

We might answer this question by turning to the pages of history. Man has generated many civilizations over the past thousands of years which, after reaching their peak of achievement, have gradually declined and come to an end. No former civilization that we know of reached our standards of material comfort, our speed of transportation or our mastery over nature, yet all have achieved some form of culture that distinguishes them as civilized. They have left records of art, music and literature that indicate a full flowering of human effort towards finer living. The primitive savage chipping a picture on a piece of bone, kneeling in worship to the rising sun, or whirling fiercely in some tribal dance was giving expression to basic human needs. It is a far cry from such simple forms of culture to modern art galleries, theatres and churches, yet herein lies the story of civilized living. The quality of man's cultural achievement is a measure of his civilization.

Our problem for the next few weeks is to see how our communities may provide for civilized living. We shall have to read widely and study our own community. Our object is to learn to

appreciate the educational and cultural opportunities of our immediate surroundings.

Pretest.

Test your own ideas about what has been said in the above paragraphs.

Below are a number of statements. Opposite each write :

- (A) If you think the statement agrees with the idea expressed in the above paragraphs.
 - (D) If you think the statement disagrees with or contradicts the ideas in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas expressed in the above paragraphs.
1. Our problem in Unit VI is to consider how incomes may be raised.
 2. People should expect more from community living than material well-being.
 3. Man's greatest achievements are those of providing quick and comfortable travel.
 4. All artists should be employed and paid by the state.
 5. A nation could be highly civilized without cultural or religious achievements.
 6. Our civilization excels in its mastery over nature.
 7. Our civilization possesses the finest cultural achievements of recorded history.
 8. Primitive people have had neither cultural nor religious expression.
 9. To be cultured is to be civilized.
 10. Physical comforts are sufficient for complete happiness.

Keep your answers to this test so that you can compare your present ideas with those you may have after you have studied the entire problem. You may discover interesting changes in your opinions.

Can you use the following words in a sentence? Culture or cultural; spiritual; material or materialistic; civilization; primitive; cultural achievements.

The Objectives of this Problem.

Every unit in the course in Social Studies has certain objectives, that is, certain understandings that we should reach during the development of the unit. The following five statements briefly sum up these objectives.

1. An understanding of the school as a social institution.
2. An appreciation of the arts in their relation to home and community life.
3. Some concept of the need for religious expression in group living.

4. An understanding of the function of the home and community in meeting man's needs for knowledge and beauty.
5. Increased tolerance towards people with different forms of religious expression and differing cultures.

Organizing Our Work.

How we study the problem will depend on the size of our class. A small group should develop an outline of the material for study and plan the activities under the guidance of the teacher. With larger classes there will be enough students to have several committees at work on different topics. The smaller class will have fewer committee investigations and may limit its survey to a reading and discussion of the contents of this study guide.

Here are questions which will assist in making the initial survey or overview. The questions indicate suitable divisions of the unit.

1. HOW DO THE MODERN HOME AND COMMUNITY MEET OUR EDUCATIONAL NEEDS?
2. HOW DOES THE COMMUNITY PROVIDE OPPORTUNITIES FOR THE ENJOYMENT OF ART, MUSIC, DRAMA AND LITERATURE?
3. HOW ARE OUR NEEDS FOR RELIGIOUS EXPRESSION BEING MET?

In our overview we should do the following work.

1. Make a survey of the available material that will help to answer the above questions. This survey may be carried out through discussion, reading the course of study or reading this study guide.

2. Decide which committee investigations are to be undertaken. These may be chosen from the study guide. Committees may also be selected and commence work immediately in order that their report be ready at the appropriate time.

N.B. The teacher is referred to the Social Studies Bulletin on the organization of committees. Small classes of from three to five pupils should attempt only three or four committee investigations throughout the entire year.

PUPIL'S NOTEBOOK.

A brief outline of the material of the unit might form the first page of notes in this unit.

Sub-Problem 1

HOW DO THE MODERN HOME AND COMMUNITY MEET OUR EDUCATIONAL NEEDS?

(5 periods)

In Canada today the public school is the most familiar symbol of our effort to encourage and promote cultural growth. There is hardly a community that is not provided with some kind of school. The log schoolhouse was one of the first buildings erected in our pioneer settlements. Now education accounts for a large part of public expenditure. In our Canadian communities we attach a great deal of importance to education and the school.

Education means many things to many people. Some consider a good education as a means of getting ahead in the world, a better job, higher income; others regard it as a mark of social success. These ideas are, in reality, very narrow views on the purposes of education. The educated person is one who has learned to live richly through the enjoyment of the fruits of culture. He is familiar with the art, music and literature of his civilization. He has perhaps learned to express himself in some creative pastime whether it be manual arts, dramatics or music; or in such activities as public service, church work or leisure reading. He is aware that a community should do something more for its members than cater to their comfort. He has become the master of his machine-made environment, not its servant.

This definition of an educated man may serve to modify our ideas as to why we are attending school. Education should give us, of course, the tools for making a living, but it should teach us, as well, the art of finer living. Man has accumulated his store of knowledge slowly and painfully over the centuries. With it he has conquered his environment and from it he gains the power to rise above that environment. It represents his striving towards noble ends, a vision of humanity at its best.

The Home.

We have perhaps thought of education as something limited to school life. We learn, however, from many sources. Our first and most vivid lessons are those learned in the home. The pioneer parents taught their children many of the arts of living required for pioneer days. Weaving, bread making, and carpentry were among the skills that were passed on to the next generation. The modern home does little of this; instead it surrounds its members with such products of industrialism as newspapers, magazines and the radio.

The Radio.

The radio exercises a strong influence on the modern home. It provides endless opportunities for real enjoyment. Much may be learned from it. Nevertheless its indiscriminate use may lead to a radio-dominated home, one in which the

machine plays endlessly giving the family little opportunity for conversation or quiet reading. Certain magazines provide stimulating reading and informative articles; others dull the taste for good literature by their continuous emphasis on crime, sex, or fantastic adventure. The boy or girl who lives in a home in which the magazines and books are carefully selected and in which the radio is a servant and not a master, is indeed fortunate.

The Movies.

The moving picture, another product of industrialism, is doing much to broaden our experience and direct our thinking. Many boys and girls in Alberta attend a show at least once a week. While the object of such a show is primarily entertainment, from each film we take away some bit of information, some new idea of the world and perhaps, quite unconsciously, some different slant on behavior. Moving pictures are doing much to set standards for our Canadian youth. Again are we the servants of the machine or its master? Do we permit the sometimes unreal life that the screen portrays, the actions of celluloid heroes and heroines to influence us far beyond their real importance? These are matters for consideration in this unit.

The School.

Finally we should consider the school as the main institution for learning in our community. Next to the home and along with the church the school plays an important part in the development of Canadian youth. It is the means by which the accumulated learning of man is passed on to each succeeding generation. It teaches youth to meet the problems of living in our modern world. It provides the necessary skills and training for citizenship. The school is, in fact, the cornerstone of our democracy.

Canadian education is noted for its state-supported, public and separate school systems. Our schools are open to all without distinction of race or creed, providing free education from grades one to twelve for all who want it. They are an expression of the true spirit of democracy. State-supported education on the scale which exists in Canada and the United States is unique in history. The story of its development typifies the growth of democracy on this continent. The facts of this story are worth learning as a means of understanding and appreciating fully the part the school plays in community living.

Test your understanding of these paragraphs.

1. Summarize in a paragraph of five or six sentences the main ideas expressed in the above paragraphs.
2. If you are a member of a small class appoint a chairman and hold a round table discussion on the following. A large class might have an open forum or a discussion led by the teacher.
 - (1) Why do we attend school?
 - (2) What is an educated man?

We should now further our knowledge of this sub-problem by **reading, investigation and group discussion**. Here are some suggestions on how to proceed. Note that there are three main headings entitled READ, DO, DISCUSS. Under READ are listed the books from which we can get further information. Under DO we shall find suggested topics for committee investigation and under DISCUSS are listed suitable topics for open forum and group discussion. Current happenings in the community that are related to the sub-problem in hand should be introduced to our discussions and reports made whenever applicable. We are vitally concerned with all local developments and opinion. Newspaper accounts or student reports of meetings and all local events connected with education will help us to understand and appreciate the trend of thought on the sub-problem we are studying.

(a) Education in the Home

Read (one or more of the following).

Living in Our Communities, pages 142-144.

Building Our Life Together, pages 41-48.

Do.

1. Have a committee make a survey of radio programs which are educative as well as entertaining. The possibilities of learning from the radio may be thoroughly explored. Committee members may report on recent programs.

2. Prepare a picture chart of the various things in the home that develop learning, i.e., radio, books, magazines, conversation, games, musical instruments, tools, etc.

Discuss.

1. How the home contributes to education.

(b) Education in the Community

Read.

(Any one or all of these references) .

Our School (Community Economics Series), pages 15-35.

Living in Our Communities, pages 144-153; 160-165.

Building Our Life Together, pages 59-67; 72-77.

Living in the Social World, pages 453-469.

Do.

Have committee investigations and reports on one or more of the following. Small classes should select only one or two topics.

1. How the local school system is administered.

Guide: Interview the local superintendent or Board member. Get financial statement and superintendent's report.

Look up Community Economics file on *Our School* .

2. Pioneer schools of Canada.

Guide: See *Romance of Canada*.

Pioneer Days in Ontario.

History of Local School prepared by Community Economics classes.

3. How the educational system in Alberta looks after the educational needs of its youth.

Guide: *Our School* (Community Economics Series).

Program of Studies.

School Act.

Radio Guide.

Catalogue of Visual Aids.

University Calendar, if available.

Calendars of Schools of Agriculture and Institute of Technology, if available.

4. Some outstanding teacher past or present. Consult encyclopedias.

5. A schoolboy of Ancient Greece or Rome.

Guide: Find out what he studied in school.

See Capen, *Across the Ages*.

Discuss.

(Topics for open forums or group discussions).

1. Should the school-leaving age be raised to eighteen?
2. Is radio a detriment or an aid to education?
3. What is the difference between schooling and education?

Language Exercises.

Write an essay of two or three paragraphs on a topic of your own choice or on one of the following:

1. What I learn from radio.
2. What I learn from the movies.

PUPIL'S NOTEBOOK.

All classes or students will not have the same material in their notebooks. Here are some suggestions as to what we might include in them at this point in the unit.

Notes on sources of education in the home, sources of education in the community and pictures of community institutions that contribute to education.

Sub-Problem 2

HOW DOES THE COMMUNITY PROVIDE OPPORTUNITIES FOR THE ENJOYMENT OF ART, MUSIC, AND LITERATURE?

(5 periods)

Beauty.

Beauty is an elusive quality, difficult to define, but none the less real. No two persons will agree completely on what is beautiful, yet all have been thrilled by a magnificent sunset, felt the peace of a shady tree-lined road or been charmed by a haunting musical phrase. Beauty is probably our ideal of perfection; the closer an object comes to this ideal the more beauty it possesses for us. Consequently the mechanic finds beauty in the sleek contours of a car or the hum of its motor; the young lady looks for it in the balanced lines of a spring costume; the musician hears it in the vibrant notes of a good violin. Beauty is not something to be enjoyed by the few who visit art galleries; it can and should be part of our daily living. The man who spades a flower garden on the edges of his lawn, the community that plants an avenue of trees are each giving expression to a common urge for attractive surroundings.

Throughout our past men and women particularly sensitive to beauty in its many forms, and possessing exceptional creative talent have achieved great heights in artistic expression. They have left for us a rich legacy of human accomplishments. These are the artists, musicians and writers of our civilization. Each generation has its share of these individuals whose genius reflects the striving of their age towards a clearer understanding of life. Perhaps the number of such people in any particular generation or age is a measure or indication of the quality of its culture. A generation of people who think only of material things and who are concerned mainly in becoming wealthy may produce very few great artists. Similarly a community that shows no concern for the cultural interests of its members is failing to provide opportunities for a well-rounded life.

Art influences our surroundings much more than we realize. Modern industry has used artistic principles in the design of many of its products. Much of industrial art is functional, that is, usefulness or function determines its pattern. A modern car is styled to cut down wind resistance so that its streamlining is both attractive and useful. A streamlined radio cabinet would, however, be quite without purpose and pure affectation. Public buildings today are designed for the purpose which they are to serve. Their outlines are startlingly different from those constructed fifty years ago. We should become familiar with the changing forms of architecture in the homes and public buildings of our communities.

Canadian Art.

Our art education in Western Canada is, for the most part, the responsibility of the school.

Alberta has few art museums or collections of art open to the public where the student may examine original works of art, water colours, oil paintings, etchings, engravings, sculpture, etc. Our knowledge and appreciation of art is usually based on small reproductions which today are very good, thanks to improved printing methods of reproducing colour. From our art teacher we learn the rudiments of colour and design and the use of pencil and brush in simple art projects.

So many books have been written about great artists and their work that it is possible to be quite familiar with Rubens, Rembrandt, Whistler, Monet, Kane, Thomson and Harris without having seen their original work. For our brief survey of Canadian art we may have to rely on the books and magazines and reproductions in our school and community libraries. Perhaps a visit to an imaginary Canadian art museum may help to provide a guide to art activity in Canada.

The first objects that catch our attention as we enter this art museum are the specimens of Indian art, shapely snow-shoes, deer hide garments artistically decorated with fur, hair, claws, quills and beads, stately headresses, and many other personal adornments, tools and weapons. This work has no direct connection with Canadian art but we shall notice in the course of our visit that the Indians have provided subject matter for a large number of Canadian paintings.

From the Indian art we pass to an exhibition of early French-Canadian art. Here are pieces of fine wood carving, metal work, hooked rugs, photographs of churches and houses built by the early settlers and reproductions of paintings from churches. It was through these paintings of religious subjects that many Indians learned about the Christian faith.

When Canada was still a very new country, explorers, surveyors and Englishmen on military or naval duty with some artistic ability made drawings of the new, strange scenery they saw. These artists are usually referred to as topographers because their chief purpose was to reproduce the striking physical features of the country as truly as possible. A few of these old sketches, mostly small water colour paintings are in the museum. There are pictures of mountain scenery, Niagara Falls, scenes in old Montreal and Quebec, and life amongst the Indians and the early settlers in Eastern Canada. Amongst these works two names are outstanding. First, that of Paul Kane, who a hundred years ago, made the return trip across Canada during which he made many sketches of Indian life. Although not a great artist, Kane has left us many charming and authentic pictures of Indian life as he saw it. The second name is that of Cornelius Krieghoff whose subject matter was the simple life of the habitant. Look for a moment at his picture entitled, 'Running the Tollgate'. It is a bright winter's morning in Eastern Canada; a horse and sleigh gallops past the toll-house from which a Scotsman in tam-o-shanter emerges looking very annoyed, while the farmer in the sleigh who has failed to stop and pay the toll, thumbs his nose at the

gate keeper. Apart from the humour, the artist has given us a very pleasing Canadian winter scene.

The next section of the exhibition we come to is called Canadian Art, 1880-1919. Here the eye is greeted by larger canvasses of Canadian landscapes painted in bold lines and bright colours. Noteworthy amongst these are two or three paintings of the wild northern Canadian scene by Tom Thomson which depict the rugged newness of the Northland.

We pass on to a section with a strange title, 'The Group of Seven'. The title refers to a group of seven artists, Carmichael, Harris, Jackson, Johnson, Lismer, Macdonald and Varley, who in 1919 formed a group devoted to a distinctive form of Canadian art. There is nothing photographic about their art. They boldly interpret with strong outlines and vivid colours the clear atmosphere, the rugged mountain masses and the lively colours of the Canadian landscape. To some spectators these pictures are strange and overpowering; to some they appear ugly. Whatever our feelings may be, these artists were making an honest attempt to paint their native landscape with feeling and from a Canadian point of view.

Lastly we come to the display of living amateur artists. Here we see a large number of pictures painted in many different styles and portraying many angles of Canadian life and the Canadian scene. There are many beautiful pictures of the Rockies, a favorite subject with most artists, prairie scenes with the familiar grain elevator on the skyline, pictures of city life, portraits, still-life studies of flowers, seascapes from the eastern and western coasts. These amateur artists whose work generally appeals to the ordinary man, have mostly been trained in the art schools that have been formed in every province in Canada during the past fifty years or so. Some of these schools are affiliated with or are part of our universities, as is for example, the Banff School of Fine Arts. Besides these schools we have now a growing number of art clubs.

Our trip to the art museum has shown us that there is a distinctive Canadian art, which like our country is young and vigorous. As young Canadian citizens we ought to find out all we can about it and learn to understand and enjoy it by visiting and supporting our local museums and school art collections.

Art Collections in Alberta.

The Edmonton Museum of Arts.
The University of Alberta .
The Parliament Buildings, Edmonton.
Coste House, Calgary.

National Art Gallery of Canada, Publications.

Colour reproductions chiefly of works by Canadian artists

(a) Postcard size, 5 cents; on thin paper, 2 cents.

- (b) Plate 7 $\frac{3}{4}$ " by 8 $\frac{3}{4}$ " mounted on buff paper, 14 $\frac{3}{4}$ " x 12 $\frac{3}{4}$ ", 25 cents each, or 5 for \$1.00.

Leaflets giving a short biography of the artist and notes on the painting are sent free on request with size (b). Twenty Canadian and ten British and foreign artists are listed.

- (c) Large cards, 22" x 28" containing two to seven reproductions covering the history of Canadian paintings are available at \$1.00 per card.
- (d) Photographic postcards, 5 cents each.
- (e) Photographs, size 8" x 10"; glossy print of every painting in the permanent collection at 50 cents each.
- (f) Silk screen prints designed by Canadian artists or adapted from existing paintings, size 30" x 40", price \$5.00 each less 20 per cent discount to schools. These make attractive decorations for classrooms.
- (g) "Canadian Art", a magazine devoted entirely to Canadian art. It is published by the National Art Gallery of Canada, price \$1.25 a year. Well illustrated with pictures of Canadian and other artists, it covers art activity throughout Canada.

Music.

Music has always been very much a part of daily living. Singing and dancing are natural forms of expression whenever people meet together. We have learned in our music classes some of the folk songs and folk dances of the different nations. Folk music, as the name suggests, is the natural art of the people growing spontaneously out of their national life and giving expression to their national character. The Welsh, the Scots, the French-Canadian, the Germans, the Russians, the French and others have produced songs typical of their countries which enrich the world's store of music. Great composers have given voice to the musical spirit of their nations in outstanding compositions for all to enjoy. Music, though frequently national in character, knows no boundaries in its appeal or its power to satisfy our urge for finer living. Very few of us have seen the plains of Russia but we have been thrilled by the music of such men as Shostakovich and Tchaikowsky.

The modern home and community has at its disposal many opportunities for the enjoyment of music either through listening or by active participation. Radio brings into our homes the works of famous composers played by the world's finest artists. The performances of such famous orchestras as the New York Philharmonic or the Toronto Symphony are ours for the effort of turning a button. A phonograph record collection in the home brings us famous performers playing our favourite compositions. The movies have popularized great music by filming the lives of outstanding musicians. Modern industry, through its inventions, has made possible a much richer

life for those who love fine music. Many communities offer opportunities for direct participation in music making. Membership in bands, orchestras, and choral groups is possible for those whose feeling for music leads them to become performers.

Musical education in Alberta has received stimulus and encouragement from the Alberta Music Board and the Western Board of Music. The Western Board of Music is an examining body composed of representatives of the universities, Departments of Education and professional musicians of the three prairie provinces of Alberta, Saskatchewan, and Manitoba. Its object is to establish and develop a musical education suited to the needs of the people in our western communities and closely related to our system of education. This latter point is of importance since music is accepted for credit towards our High School Diploma. The Board now sends examiners to rural communities, enabling smaller centres to hold musical festivals which will undoubtedly give greater opportunities and encouragement to students, teachers and all interested in good music.

The listener in Alberta is not confined to radio programs and phonograph recordings for his musical entertainment. In Edmonton and Calgary there are symphony orchestras that give series of concerts each winter and musical celebrities brought to the province by our musical clubs perform at concerts arranged for the public. Through the efforts of an organization known as 'Prairie Concerts' small urban centres and rural communities are now able to bring talented musicians to rural audiences.

Drama.

Some of us have taken part in a play. Drama is an ancient and noble form of human expression. It combines the art of acting with that of language and provides an opportunity for performers and audience to share in the enjoyment of great plays. The development of the theatre is closely linked with the growth of English literature in the history of our culture. Shakespeare, one of England's great writers, wrote almost entirely for the stage. His plays can be understood and enjoyed to the full only when presented in the theatre by a capable caste of actors.

Before the invention of the moving picture every fair-sized city had its stock company (group of professional actors) who performed plays for public entertainment. The movies in the past twenty years have monopolized the entertainment field. Now the professional theatre in which plays are acted by paid performers exists only in the large cities such as New York and London. The moving picture industry brings its celluloid products into the smallest communities. The movie has supplanted entirely the road show and stock company of the first part of our century.

If the moving picture has reduced the scope of the professional theatre it has given drama and dramatics to the amateur. The Little Theatre

movement, an organization for the production of plays, is carried on entirely by those who act for enjoyment alone. Drama festivals held in every part of Canada provide opportunities for people to participate in the presentation of plays. A Dominion Drama Festival, held yearly, has become a high point in Canadian cultural activities. Many communities are organizing dramatic groups as members of the Alberta Drama League and are providing small theatres for their activities. Have we such a group in our community?

The Public Library.

At no time in our history has there been the wealth of reading material available that there is today. There is a constant flow of books, magazines and papers from the huge presses used by modern publishing firms. These are distributed by bookstores, book-clubs, public and lending libraries so that few communities have no access to current reading. The public library is an important institution in larger communities. From its shelves people may borrow the great works of the past and the best books of the writers of our own times.

The public library has become a cultural centre influencing community reading habits, providing a rich source of leisure reading and serving those who seek wide knowledge.

Library services are provided for every community in the province through the University of Alberta, Department of Extension library. Through this library some 50,000 books, pamphlets, periodicals and plays are sent out each year to readers in all parts of the province. Catalogues of this circulation library and information concerning small travelling libraries can be obtained from the Department of Extension Library, Court House, Edmonton.

The increased demand for public libraries in the province has brought the present total to fifty-five. This increase in the number of libraries is due, in some measure, to the encouragement and support given to this work by the Cultural Activities Branch of the Department of Economic Affairs. All community leaders should know that the Public Libraries Act was framed by our provincial government to further the setting up of public libraries and reading rooms in any municipality. The Act also provides for grants of money up to \$300 to public libraries for the purchase of books and periodicals.

Some communities are discussing the establishment of civic centres. These are buildings providing space and facilities for sports, recreation, and cultural opportunities. Perhaps our community is considering such a project; if so, it would be well for our class to study the plans and purposes of this all-inclusive institution.

Test your understanding of the above paragraphs. Here are a number of statements. Opposite each write:

(A) If you think the statement agrees with the ideas expressed in the above paragraphs.

(D) If you think the statement disagrees with or contradicts the ideas of the above paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas expressed above.

1. A feeling for beauty should be closely related to daily living.
2. Artists are people particularly sensitive to beauty in its many forms.
3. A nation possessing an abundance of wealth is certain to produce a great culture.
4. Architecture (the art of building) has changed very little over the past thirty years.
5. The national music of another country would have little appeal to Canadians.
6. Modern industry has made possible a wider appreciation of fine music.
7. The possession of a radio is an indication that a family listens to and enjoys fine music.
8. The moving picture has had a revolutionary effect on the production of plays.
9. Since the invention of the moving picture machine, drama or play production is no longer practised in most communities.
10. Canada has produced very few dramatists of outstanding note.
11. The public library is an institution for the improvement of community living.

According to the context of what we have just read what is the meaning of the following words or phrases:

Beauty, culture, functional, folk music, drama, Little Theatre, civic centre?

Our knowledge of this phase of the unit should be broadened by reading any or all of the following references. The first two books mentioned deal with aspects of beauty in community living; the third concerns the story of the arts through the ages. We should read at least one of these three books depending on which is available. In larger classes the teacher may discuss the contents of the books with us. In smaller groups there will probably be an opportunity for each student to do some reading. The results of our reading may be summarized in one or two pages of our notebook. Beside the texts mentioned below we should be constantly alive to cultural activities currently taking place in the community, the best movies, radio programs, concerts, amateur dramatics, musical concerts, art exhibitions, book displays, new buildings, etc. The local paper will assist us in keeping in touch with community activities.

Read.

Building Our Life Together, pages 582-596.

Living in Our Communities, pages 212-236.

Across the Ages, pages 450-494.

Canadian Geographical Journal, June, 1947, pages, 250-277.

Do.

1. Arrange, if possible, a showing of the colour film on The Banff School of Fine Arts—*Holiday at School*.

Invite a student who has attended this school to tell you what the school is doing.

2. Make a program survey of the radio for opportunities to listen to fine music, interesting talks, good radio plays, humorous programs. Give brief reports on good programs that cannot be heard during school hours.

Guide: Members of the committee might assume responsibility for different days or blocks of time. Secure CBC, CKUA, Alberta School Broadcast, and other radio programs of Alberta stations.

3. Make an opinion survey of the class as to favorite radio programs. Determine the most popular and decide why it appeals.

Guide: List programs on the board, then count first choices. Can you establish a standard of values for good programs?

4. Report on some film that is outstanding as drama or musical entertainment.

Guide: State reasons for considering it an artistic production.

5. Make a survey in class of favorite shows. Determine the most popular and analyze the qualities that make it so.

Guide: Similar to radio program. Try to establish standards for judging pictures. Read reliable film guides in magazines.

6. A Movie Guide. List films under production or recently released that you would like to see.

Guide: Movie magazines.
Articles on films and selected lists in daily and weekly newspapers.

7. Prepare a pictorial representation (picture chart) on the evidences of art in community living.

Guide: Use stiff cardboard and make an artistic and pleasing arrangement of the illustrations.

8. Report on the various services provided by the public library. If there is no public library in your community investigate the possibility of getting one.

Guide: Interview the librarian if this is possible. This topic might be done in the English class.

9. Make collections of periodical literature. From your collection or from lists of magazines make up a list of good magazines that you would like to see in your school library, classroom library or in your home.

10. Give a biographical report on (1) an outstanding musician, (2) a great artist or painter, (3) a great actor, and (4) a great writer.

Guide: Material for this might be secured from encyclopedias, reference works in music and art and periodicals. Stress artistic contributions and qualities of character.

11. Make a survey and report on the cultural opportunities in your own community.

Guide: List the drama groups, choir groups, art collections and exhibits, church groups, educational opportunities for youth and adult. This may lead to recommendations for community improvement.

12. Report on the Little Theatre movement or Drama League in your community if there is such an organization. Report on membership and activities.

13. Make a brief report accompanied by a rough sketch or a photograph on any building in your community which you consider does well what it is intended to do; tells by its appearance what its job is; and pleases by its appearance. For example a well-built house protects from sun and snow, looks like a building in which one could live comfortably, and has a very attractive appearance.

Discuss.

Here are suggested topics for class discussions, either of the open forum, round table or class meeting type.

- 1. Has the radio improved public taste?
- 2. Are there enough opportunities for the enjoyment of music in your community? What improvement might be made?
- 3. How can our school and/or community be made more beautiful?
- 4. How does art influence our daily life?

Things to do in other classes.

The content of this unit is closely related to other subjects that we may be studying in school. We may be studying one or more of the following options, art, music or dramatics. In Social Studies we are interested in the part these aesthetic (finer) activities play in community living; we are concerned with their social effects. In the optional courses themselves, we are intent on learning about and increasing our appreciation of one or other of the fine arts. However, the relationship between the optional courses and social studies is very close in this unit. Many of the investigations suggested in Social Studies might be carried out during the art, dramatics or music periods. This is what is meant by **correlating** our studies. Here are some suggestions.

Art Class.

- 1. Compare new types of architecture with those used in the past, either by collecting pictures or sketching.

2. Report on some outstanding Canadian artist either recent or contemporary.
3. Make a collection of prints of the work of Canadian artists and learn how artists are expressing themselves in colour. Consult the National Gallery catalogue obtainable at the National Gallery, Ottawa.
4. Make a bulletin board display of reproductions of the work of great artists.
5. List the titles of ten pictures you would like to have in the classroom.

Dramatics Class.

1. Report on some outstanding play running currently on the New York Stage. (See the theatre section of the New York Times).
2. Give a biographical report on some outstanding actor or playwright either recent or contemporary.
3. Discuss the opportunities for the enjoyment of drama in your community. (How could it be improved?).

Music Class.

1. Give a biographical sketch of some outstanding contemporary musician such as Sir Ernest MacMillan, Arturo Toscanini, etc.
2. Collect examples of folk tunes of the various nations that have become familiar to all music lovers.
3. Prepare a brief history on the development of music. (See *Across the Ages*, by Capen).

Language.

Try your hand at the art of written expression by writing a short composition using topics related to this unit. Here are some suggestions.

1. What beauty means to me.
2. My favorite radio program.
3. Improving the appearance of our community.
4. Music in the modern home.
5. A worthwhile show.

Vocabulary Test.

The following multiple-choice vocabulary test is intended to assist you in keeping the terms used in this unit clearly in mind. In the brackets provided place the letter of the response which best completes each of the eleven statements. Can you make a perfect score?

1. Art in its broadest sense means:
 - (a) The making of fine pictures.
 - (b) Those things that please the eye.
 - (c) Beauty of form pleasing to the ear and the eye. (.....)
2. The term fine arts applies to:
 - (a) The major forms of artistic expression.
 - (b) Industrial art.
 - (c) Painting of pictures on a small scale. (.....)

3. Cultural achievements as used in this unit mean:

- (a) The invention of the automobile.
- (b) Products of artistic expression in the arts.
- (c) Development of scientific knowledge. (.....)

4. Functional art is defined as:

- (a) A form of art which is useful and attractive.
- (b) All types of architecture.
- (c) Art in its classical forms. (.....)

5. The term classical architecture is applied to:

- (a) Buildings with "classy" designs.
- (b) Buildings showing the influence of Greek and Roman art.
- (c) All public buildings. (.....)

6. We have used the word culture in this unit as meaning:

- (a) Man's ability to read and write.
- (b) The comforts of modern civilization.
- (c) Man's achievement towards finer living. (.....)

7. A generation has a rich culture if:

- (a) It improves its transportation system.
- (b) Develops agriculture.
- (c) Produces great drama, art, music and literature. (.....)

8. Folk music is considered:

- (a) The natural music of the people.
- (b) The works of great composers.
- (c) Music with very limited appeal. (.....)

9. By the professional theatre we mean:

- (a) The moving picture industry in Hollywood.
- (b) The Little Theatre movement.
- (c) Plays produced by full-time, paid actors. (.....)

10. A drama festival is:

- (a) The production of plays by stock companies.
- (b) A picnic for actors.
- (c) The production of plays by amateurs in competition. (.....)

11. Beauty in form or sound depends mainly on:

- (a) The shape of the object.
- (b) How it affects your senses.
- (c) Its color. (.....)

PUPIL'S NOTEBOOK.

In addition to previous suggestions we should already have the following in our notebooks:

- (a) Summaries of reading done.
- (b) Summaries of committee reports.
- (c) Paragraph as suggested under language.
- (d) Any material directly presented by the teacher.
- (e) Pictures or illustrations of art in the community such as public buildings, homes, memorials, etc.

Sub-Problem 3

HOW ARE OUR NEEDS FOR RELIGIOUS EXPRESSION BEING MET?

(5 periods)

The church is an indispensable part of any typical Canadian community. The church building was one of the first erected in pioneer settlements. Today the smallest and most remote communities have some structure set aside for religious worship. Canadian churches vary from the small white building of the prairie town to the imposing cathedrals of large cities. Irrespective of size or form they are all centres where Canadians meet to practise the forms of their faith.

A distinction should be made between religion or religious needs and the church. Man is basically religious; he has a need for some form of religious expression. This need is evident even in the most primitive of social groups. The simple savage stood in awe of the many things in his environment that he could not understand. He gave expression to this awe by worshipping natural objects, the sun, the moon, the mountains, and by attributing to gods such natural phenomena as thunder, lightning, and the seasons of the year, thus peopling the world with gods or spiritual beings. Sometimes he worshipped the sun or the power of the thunder. Instinctively he was explaining his environment in spiritual terms; this was his answer to facts beyond his comprehension. Our knowledge of the physical environment has increased to the point where we can explain those phenomena in scientific terms, although the basic forces in the universe are still beyond the understanding of the world's greatest scientists. We can explain the rising of the sun, and the roar of thunder, but there is much left in our world that remains a mystery. The purpose of life itself, the reason for our existence here on earth is best understood in spiritual terms. The Christian religion offers us a great purpose in life, gives us ideals to live up to and the guidance needed to make our world a better world.

1. The desire for religious expression and spiritual guidance has been evident throughout all of man's history. Every civilization has had its religions. The type of worship has varied from age to age. The nature of man's belief has altered considerably over the past thousands of years but there has always been evidence of man's religious nature. The church is the institution which provides the forms of worship which are outlets for this basic need; as such it is one of the most important of our community organizations for the development of finer living.

2. The members of our community do not all practise the same form of worship. Some believe in one form or denomination, some in another. Each denomination or church organization meets the religious needs of its members in its own way. Our Canadian communities are predominantly Christian so that most of the churches in our communities are of that faith. The

two great divisions of the Christian church are Protestant and Roman Catholic. The Protestant church has many sects emphasizing slightly different forms of worship. Here and there we find in Canada non-Christian (Jewish, Buddhist, and Mohammedan) church groups. A survey of the community will probably reveal two or more active religious organizations.

3. As church members we are not only part of an organization serving our immediate community but we belong to one whose influence may reach over the entire world. Most churches have active branches all over the world. We may be closely allied through our local church to the religious efforts of millions of people. Further, our church has a long and interesting history. Its founding and development as a Christian or non-Christian sect is a record of a human achievement and representative of man's desire for a better life.

4. The church puts a good deal of emphasis on its service to the youth of the community. All churches have "young people's groups" providing social and ethical (having to do with behavior) training. Further, each church works to train youth through its Sunday Schools along the lines of its own religious practices and beliefs. Churches, from time immemorial, have been concerned with the behaviour of people. One of the highest functions that religion performs is that of character training. One purpose of our churches is to teach us to be honest, truthful, considerate of others, and devoted to God. Throughout all their organizations, this is the primary aim. Young people individually stand to benefit a great deal by the experience gained in attendance at Sunday School or membership in a youth organization attached to the local church.

5. The western world inclusive of Europe and the Americas is predominantly Christian. The teaching of Jesus Christ some two thousand years ago provided the dynamic (force) which has been the driving power and the inspiration behind the development of our civilization. Our Western civilization, European in origin, has, of course, been enriched from many sources. The knowledge and culture of earlier civilizations have been at our disposal. But the values of our civilization, those qualities of character that we consider vital, have been set by the tradition developed by the Christian church over the many centuries since it was founded. Those values are in a sense the essence of our democracy. The recognition of individual worth, tolerance, sympathy, and a desire for justice are basic to our culture. While we may falter in our efforts either as individuals or as a nation to live up to these Christian values and ideals they still remain the directives of our social progress.

6. It should be recognized, however, that other areas in the world, other civilizations, contemporary with ours have quite different forms of religious expression. The Near East, known as Asia Minor, is predominantly Mohammedan, while the remainder of the Orient follows the

teachings of Buddha or practises Hinduism. We should become familiar with the nature of these religions. It will help us to understand the diverse characters of the peoples who inhabit this earth. It will help us, as well, to recognize the distinction between religion and the church.

In the Bible we can find unique and indispensable material on true citizenship. The lessons of freedom, truth, fair play, responsibility, sympathy and readiness to serve, without which citizenship is a hollow term, are nowhere taught more clearly than in the words of the New Testament. Christianity has given our civilization the vision of truth, of greatness, of goodness and of faith which has inspired the great benefactors of mankind. The lives of such men as St. Paul, St. Francis, Joan of Arc, Milton, Knox, Wesley, Lincoln and Gladstone, are a source of inspiration and an example for us to follow.

In a Christian democratic society the Christian religion is the highway to social progress. Scientists are making wonderful discoveries that prolong the life of man; inventors are producing labour-saving devices to make life more pleasant; radio and the movies and other modern machines give us recreation; fast transport carries us from one place to another with ever increasing comfort and rapidity; modern social services look after our health, our education, our needs in old age or distress. All of these things are important in the life of man, because they make this world a more pleasant place to live in. But none of these things shows man how to live. None of these gives him the spiritual values, principles and ideals, or a faith by which to live. None of them supplies the answer to the questions, Why am I here? Where am I going? The Christian religion supplies the answers, and points the way to a better way of life, a better society.

Test Your Understanding of the Above Paragraphs.

The following are general statements of the material contained in each of the above numbered paragraphs. Place the number of the paragraph opposite the statement which you think sums up best the meaning of that particular paragraph. If the statement does not apply to any of the paragraphs place 0 in the brackets.

1. Each community will have more than one church organization. ()
2. The values of our civilization have been established largely by the Christian church. ()
3. Many of the present day social problems result from poor church attendance. ()
4. The church takes an active part in the character training of young people. ()
5. Different civilizations have developed different forms of religious expression. ()
6. The church group reaches far beyond the local community. ()
7. State churches exist in England and Spain. ()

8. The need for religious expression is universal. ()

Read.

You will gain a better understanding of the function of the church in your community by reading the following pages in any one or more of the listed references. Summarize the material of at least one of the books and put it in your notebook.

Living in the Social World, pages 475-490.

Building Our Life Together, pages 79-90.

Across the Ages, pages 349-396.

Do.

Here are some topics for committee investigation and reporting. Only large classes should select more than one or two topics.

1. Make a survey of the religious groups in your community.

Guide: The committee might be made up of members of different denominations who could secure information from their ministers. Membership and activities might be investigated.

2. Have a local clergyman address the class during a forum period to speak and lead a discussion on "The Place of the Church in Our Community."

3. Make a survey and report on the youth organizations either directly or indirectly related to churches that are active in your community. Non-denominational organizations such as the Scouts and Guides whose objectives are similar might be included.

4. Report on the ideals and rules of conduct of the church youth organization to which you belong.

5. Report on some contemporary non-Christian religions such as Mohammedanism, Hinduism, Buddhism . . . see Capen, *Across the Ages*.

6. Make biographical sketches of great men who in their lives exemplified the highest achievement of life and were motivated by a great faith in God, e.g., St. Francis of Assisi; John Wesley; Father Lacombe; George MacDougall.

Guide: Do not attempt this topic unless material is available in the classroom library.

7. Make a frieze or bulletin board display to show the influence of religion and the Christian church in the growth and great achievements in art, drama, architecture and literature of our civilization.

8. Make a list of poems in which the author states his religious beliefs or finds inspiration in the spiritual aspects of life and thought. Memorize 10 to 20 lines that appeal to you.

Guide: Read some of the short poems of Milton, Wordsworth, Tennyson and the Brownings.

9. Write an account of one of the church festivals.

10. Make a list of rules by which a Christian should live today.

11. From current news list events in which the people concerned acted according to Christian principles.

Discuss.

1. What can the church contribute to the lives of young people?
2. Do religious beliefs and practices affect our form of government?
3. Have religious practices any influence on the standards of living of a country?
4. What is the effect of radio on religious teaching?
5. What opportunities for character-building are offered by religion?
6. The teachings of Christ are the foundation of modern democracy.
7. How do Christian principles enter into school life?

Vocabulary Review.

Do you know the meanings of the following words?

Spiritual, spiritual values, ethical, dynamic, Mohammedanism, Buddhism, Hinduism.

PUPIL'S NOTEBOOK.

The following material should be in your notebook.

- (a) Summaries of reading done.
- (b) Summaries of reports delivered in class.
- (c) Paragraphs in suggested topics.
- (d) Any material directly presented by the teacher.
- (e) Pictures or illustrations of churches, church activities, etc.

Culmination of the Unit

(4 or 5 periods)

We have now completed the subject matter of the unit. For the next four or five periods our task is one of review and post-survey of the unit. Our basic problem for this unit has been to discover how our communities meet our cultural and religious needs, and how we can recognize and appreciate the best things in art, music, drama, literature, and human ideals and character. We have enlarged our knowledge around the sub-problems, education, fine arts, and religion. Each of these is part of the larger picture of a rich cultural life for our community.

Let us look once more at the objectives that we had before us as we started our work on this problem.

1. An understanding that our school is a social institution designed for a definite purpose.
2. An understanding of the relationship of the fine arts to home and community living.
3. An understanding of the part played by our home and community towards meeting our needs for knowledge and beauty.
4. An understanding of the importance of religious faith in the life of the individual.
5. An understanding that the church is a social institution to meet basic religious needs.
6. The development of sympathy and tolerance towards people whose religion and culture are different to our own.

Review Exercises.

Discussion

A good method of review is to hold two or three discussion periods about our understanding of these objectives. With a small group these may be round table talks at the back of the room. With larger classes the discussion may be directed by the teacher. The following questions related to each objective may be of assistance in starting the discussion. We should try to make use of the knowledge we have gained through our reading and research.

Objective No. 1.

1. What is the job of the school in community living?
2. Do you consider the school to be the only or main educative influence in group living?

Objective No. 2.

1. What is meant by culture, i.e., what is a cultured man?
2. Are the fine arts remote from daily living or an integral part of it?

Objective No. 3.

1. What are the opportunities in our homes and communities for participation in the fine arts?
2. What can be done in any home and community towards extending these?
3. How can we recognize the best in human endeavour and in human ideals and conduct?

Objective No. 4.

1. What is the difference between religion and the church?
2. What is the importance of the church as an institution for better community living?
3. What do we mean by the term Christian democracy?

Objective No. 5.

1. Are other religions and cultures, because they are different, necessarily inferior?
2. How do you account for differences in culture among different civilizations?

Study Review Exercises.

Study your notes on the reading, reports and other accumulated material. A review test of all the facts learned in the development of this unit is desirable. This should be prepared by the teacher.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Questions	1	2	3	4	5	6	7	8	9	10	11
Page 68	D	A	D	D	D	A	N	D	A	D	
Page 74	A	A	D	D	D	A	D	A	D	A	A
Page 76	c	a	b	a	b	c	c	a	c	c	b
Page 78	2	5	0	4	6	3	0	1			

Written Review Exercises.

Write a short essay on any of the following topics.

1. A Fine Arts Program for Our Community.
2. Inventions and Education.
3. How the Radio Has Changed Family Living.
4. An Ideal Community Centre.
5. What We Learn From the Movies.
6. A Healthy Mind in a Healthy Body.
7. If I Were Radio Controller.
8. My Favorite Hero or Heroine in Fiction or History.
9. The Christian Church as a Pillar of Democracy.

Audio-Visual Aids.

Films and Filmstrips available from The Audio-Visual Aids Branch, Department of Education.

1. How does the modern home and community meet our educational needs?

Plan for Rural Schools. A (Wheatland School Division), T-374N.

The Centralized School, P-449.

One Teacher School, P-450.

2. How does the community provide opportunity for enjoyment of art, music, drama, literature?

"Holiday at School" (Banff School of Fine Arts—Koda), T-444.

Canadian Art—"West Wind" (Tom Thomson—Koda), T-96.

Canadian Art—"Canadian Landscape" (A. Y. Jackson—Koda), T-433.

Ukrainian Contribution—"Ukrainian Winter Holiday" (Koda), T-44.

Musical Festival—"Listen to the Prairies" (Winnipeg Music Festival), T-304.

Polish Contribution—"Iceland on the Prairies" (Koda), T-170.

Indian Contribution—"People of the Potlatch" (B.C. Indians—Koda), T-236.

3. How are our needs for religious expression being met?

Easter Customs in Many Lands, S-36.

Story of Easter, S-37.

Valentine's Day, P-283.

PROBLEM VII

HOW CANADA HAS TAKEN HER PLACE AMONG THE NATIONS OF THE WORLD

(3 periods)

When a popular British government official had finished his term of office in Canada, he said at a farewell dinner held in his honour, "I have enjoyed every minute of my five years here. Whether I was reading stories of Canadian pioneers engaged in the high adventure of founding a nation, or admiring the pictures of the school of Canadian painters who have given splendid artistic expression to their country, or wandering with trappers, policemen and missionaries down North, or discussing Canada's problems with statesmen on Parliament Hill, or even paddling my canoe on the Ottawa River, I have always sensed the virile body, the robust character, the lofty spirit of the entity called Canada. I have sometimes marvelled that its comparatively small population scattered over a widely sprawling land is united in a conscious nation. The fact of Canadian nationhood is itself an achievement." The speaker had studied Canada and the Canadian people much in the same way that we have studied them in our social studies. The chief difference is that most of his experiences were first-hand whereas we have gained most of our information from books and pictures. To Mr. Malcolm MacDonald, for that is the British government official's name, his studies brought not only a body of interesting facts concerning this country and its problems but also a respect and admiration for the people, and above all it was an enjoyable experience. It is to be hoped that our experiences have been as profitable and enjoyable.

In Problem VII we take a backward look over the course we have covered and by review and summary we draw the pieces together into a single, well defined picture of Canada and Canadian life. Beginning with a geographical background we studied the production of manufactured goods and the use of our natural resources, the distribution of these goods, the government of Canada, family and community life in Canada and the satisfaction of our cultural needs. In each phase of the work we linked past with present, using the experiences of the past to throw light on current happenings in the world around us.

The expression "down north" in Mr. MacDonald's speech is a comparatively new expression but is familiar enough to us today. It carries more meaning than "up North", because in our air-age world we are, or should be, thoroughly acquainted with Canada's position in the global world. We shall give some thought to this matter because Canada's position between the two great powers, the United States to the south and Russia to the north, will be strongly influenced by the relations between those two countries.

In this final stage of the course we should review the important achievements of Canada

as a nation at home and abroad by examining Canada's part in international affairs, her relations with foreign countries, her contributions to world peace and by summarizing outstanding developments such as dominion-provincial relations, labour problems, social legislation, education in our homeland.

Pretest.

Test your understanding of the problem under discussion. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas developed in the Social Studies course.
 - (D) If you think the statement disagrees with or contradicts the ideas developed in the Social Studies course.
 - (N) If you think the statement neither agrees nor disagrees with the ideas developed in the Social Studies course.
1. In this air-age the study of global geography is of special importance to Canadian students.
 2. The history of Canada shows that geographical barriers have limited the development of the country and that man has not been able to overcome these natural barriers.
 3. Since metal and plastics are largely replacing wood in many manufactured articles there is no need to worry about the Canadian forests.
 4. Machines can now produce goods sufficient for man's needs. It now remains for man to learn to use these machines to the advantage of all mankind.
 5. The prosperity of Canada depends upon her trade with other countries.
 6. Canada is a member of the British Commonwealth of her own free choice.
 7. The individual is more important than the institutions he creates.
 8. Community problems should not be discussed in school because there may be a difference of opinion amongst the students on these problems which might lead to bad feeling.
 9. Canadian culture is merely a branch of American culture of the United States and cannot be said to have a separate existence.
 10. Christianity has been the most powerful instrument for good in the history of Canada.
 11. Canada is taking an increasingly important part in world affairs.
 12. Good citizenship is not based solely on loyalty. A good citizen is well-informed as well as loyal.

The Objectives of the Problem.

Some of the objectives of this final problem have already been described in the overview. Our objectives are:

1. To review and bring into focus much of the geographical knowledge acquired in previous units.

2. To serve as a culmination (winding up) for the yearly current events program.
3. To develop an appreciation of Canada's geographical position in an air-age.
4. To acquire some conception of Canada as a mature nation of the world.

Organizing Our Work.

The task before us has been defined and our objectives stated. The pretest has presented a number of statements for consideration which test our knowledge of ideas to which thought has been given in previous problems. We must now organize the work into workable sections. The following questions may be used as the starting points for our studies. They serve to divide the large problems into smaller units of work for classroom convenience.

1. How has the air-age affected Canada?
2. What part is Canada playing in World Affairs?
3. What important problems are facing Canadians at home?

Because much of the subject matter of this problem is concerned with current affairs our study guide can have no permanent value. New developments in air transportation may affect Canada's position. New and unforeseen events may greatly change Canada's foreign policy in a year or two years from the time of writing (1948). Today's domestic problems may be solved and others have taken their place in the course of a year. However, since the method of treatment will not change so rapidly, the teacher may simply have to supplement or change some of the material included in this guide.

Current Events.

We have already noted that current events are to have a prominent part in this problem. News items on those factors affecting Canada's position in this air age such as new types of airplanes, latest air speed records, new airlines and air routes, the establishment of weather stations in northern Canada, activities of the ICAO, air safety measures, radar, etc., should be read and collected. In the realm of world affairs we should become familiar with Canadian trade and defence agreements, Canada's attitude towards the problems of the United Nations, Canada's contribution to the recovery of Europe, points of agreement and disagreement between the big powers and their effect on Canada, etc. Some of Canada's problems at home may be bound up with events already mentioned but there will be others of vital interest such as the high cost of living, labor disturbances, immigration policy, railway rates in the West, agricultural problems, dominion, provincial and municipal elections, important local developments, etc., that will claim our attention if we are to become well-informed citizens.

PUPIL'S NOTEBOOK.

Our notes should include a brief outline of the overview and lists of material available for use in the work on this problem.

Sub-Problem 1

HOW HAS THIS AIR AGE AFFECTED CANADA?

(5 periods)

The student who daily gazes at an oblong Mercator map of the world may have a very good knowledge of the location of the important cities in the world and the chief sea routes between continents but he will have little or no idea of Canada's position in relation to other countries in this air age. We must therefore assume that a globe is at hand for this work and that we are familiar with the terms used in finding our way about the globe. Some review may be necessary in this connection.

If we examine the globe with the North Pole uppermost and the North American continent towards us Canada's position in our air age can readily be appreciated. Canada no longer appears as a remote northern country in the top left-hand corner of the world but the next door neighbour to Russia over the Arctic Ocean and within a comparatively short flying distance of Norway and the British Isles and other points in Europe, while to the south is the United States and the South American continent. Canada is at the cross-roads of the world. As air travel and transportation expand in a peaceful world Canadian air bases may well become of great importance on the international air routes. In a world with the great nations at war Canada might, as one Canadian writer put it, be another Belgium caught in the pathway of war as the warring countries got "at each other across the North Pole."

Canadian Air Lines.

Interest in aviation in Canada began with the experiments in Nova Scotia of McCurdy with his machine called the Silver Dart in 1909. The First World War brought rapid development in aviation and produced a number of famous Canadian flyers some of whom took up aviation as a peacetime occupation at the close of the war. The airplane became an important means of transportation in the northlands, opening up areas beyond the reach of railroad and highway. Mining communities such as Yellowknife and Port Radium have sprung up whose chief link with the rest of the world is the airplane. Very efficient forestry and fisheries patrols are also made by air.

Today the chief cities across Canada are linked up by daily air services and all important points in the North West Territories have a regular air service. The government owned Trans-Canada Air Lines (TCA) routes run east and west across the southern part of Canada connecting Victoria with St. John's, Newfoundland, covering a total distance of 5,299 miles. A trans-atlantic service extends this route to London, England. In establishing this national air service the Canadian government had in mind not only speedy travel and transportation for private individuals, businessmen and government officials but also the air mail service which is of great value to every Can-

adian. Besides the Trans-Canada Air Lines there are the Canadian Pacific Air Lines and several smaller independent air lines operating non-schedule services. In Alberta these independent air lines service the northern part of the province and the North West Territories.

The International Civil Aviation Organization (ICAO).

The ICAO is an agency of the United Nations whose special task is to study the problems of international civil aviation and to establish international standards and regulations for civil aviation. One can readily appreciate the host of problems that arise in the operation of international air commerce and at the same time the benefits that the peoples of the world would derive from it. For instance each country has complete sovereignty over the air space above its territory, so that Canadian planes have no right to fly over United States territory unless an agreement on this point exists between the two countries. Many such problems exist and it is for this reason that the ICAO was formed. So far forty-six nations have joined this organization and agreements have been reached on some important points. One of the aims of the ICAO is to promote safe flying. To this end weather observation stations, radio aids, rules of the air, safety regulations concerning airworthiness have been set up to aid the air pilot and to safeguard air passengers. In general the purpose of ICAO is to create and preserve friendship and understanding among the nations and peoples of the world.

Test your understanding of the above paragraphs. Here are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
 - (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
 - (N) If you think the statement neither agrees nor disagrees with the ideas expressed in the above paragraphs.
1. The Mercator map is very useful but it can also be misleading unless it is used in conjunction with the globe.
 2. Canada is cut off from Russia by the frozen northlands.
 3. The development of the Northwest Territories owes a great deal to aviation.
 4. Only those who can afford to travel by air derive any benefit from the TCA.
 5. The air space around the world is free territory. There is no such thing as an international boundary in the air.
 6. The ICAO is an agency of the United Nations set up to study the problems of international civil aviation.
 7. Modern aviation has brought the nations together in one world whether they are prepared to admit it or not.
 8. The airplane, so far, has proved a menace rather than a benefit to mankind.

9. In a world at war Canadian cities would be as exposed to attack from the air as were European cities in World War II.
10. Canadians cannot afford to neglect the study of global geography in this air age.

Individual and committee work will now commence on the READ, DO and DISCUSS activities listed below. Every student should try to cover the suggested reading. The number of committee investigations will depend upon the size of the class.

Read (one or more of the following).

World Geography for Canadian Schools, chapter I.

Towards New Frontiers in Our Global World, Chapters 1, 2, 5, 11.

Public School Geography, pages 5-9.

Do.

1. Let us suppose that members of the class are sending letters and food parcels by air to friends in Manchester, Athens, Shanghai, Rotterdam, Warsaw, Bombay. Starting from Edmonton trace the great circle routes to each of these cities. On an outline map of the world trace these routes. A great circle tracer can be made by taking a piece of stiff cardboard somewhat larger than your globe and cutting from the centre a circular piece of the same diameter as the globe. The cardboard ring that you now have should just fit over the globe and can be moved in any position to find the great circle route between two places. A scale can be marked off on this tracer to calculate distances.

2. On a large outline map of Canada trace the main trans-Canada air routes and the branches running northwards serviced by smaller air lines.

Guide: TCA air service map in the *Canada Year Book* or in *Canada From the Air*, TCA Booklet.

3. Report on the uses, other than travel, to which the airplane is now put in Canada.

Guide: *Towards New Frontiers in Our Global World*, Chapter 3.

4. Prepare a report on the TCA dealing with such topics as history of the TCA, services, employment opportunities, airports, types of planes used, the extent of the traffic.

Guide: *Canada Year Book*.

Canada 1946.

Canada From the Air, TCA Booklet.

5. Report on the nature and purpose of ICAO.

Guide: *What is ICAO?*

U.N. Association in Canada,
124, Wellington Street, Ottawa.

6. Paste in a scrapbook news items and pictures describing important developments in Canadian aviation.

7. Investigate and prepare a report on the industries and other economic developments that owe a great deal to aviation.

Guide: *Toward New Frontiers of Our Global World*, Chapter 4.

Discuss.

1. Why must Canadians be air minded?
2. Why is world peace of increasing significance for Canada?
3. What education should boys and girls have who intend to make aviation their life work?

Things to do in other classes.

Literature: Read—Air travel and air adventure stories.

Mathematics: Navigation problems.

Science: The nature of the atmosphere and the stratosphere as they affect aviation.

Art: Drawing of airplanes.

Manual Arts: Construction of model airplanes.

Foreign Languages: Air travel vocabularies, French and German.

PUPIL'S NOTEBOOK.

Our notebook should now contain:

- (a) Summaries of reading done.
- (b) Class reports.
- (c) Notes on work done in class.
- (d) Pictures illustrating various aspects of aviation in Canada and international developments.
- (e) Copies of maps, charts and diagrams developed in class.

Sub-Problem 2

WHAT PART IS CANADA PLAYING IN WORLD AFFAIRS?

(5 periods)

This sub-problem gives us an opportunity to review and summarize the information we have gained throughout the year from our study of current events. Here we can piece together what may be isolated items of information about Canada's part in international affairs and fit them into a picture that will present as clear an understanding as possible of the history of our own times. This process will also enable us to check over the quality of our current events study. Have we paid too much attention to news? If so, we shall not have a true picture of current history because news is often sensational, dealing with the unexpected, the shocking or the unusual and only of passing value. The old saying "no news is good news" should be remembered. Behind the tale of horror and woe that claims the headlines of our newspapers—the bad news—is the quiet progress of many human activities of helping and loving one another and the raising of life to higher levels by honest and sincere international relations, painstaking research, sound educational work, and many other things that we take for granted—the good news.

The following appear at this time to be the important spheres of interest to which we should direct our attention.

1. Canada's Part in the United Nations.

Since this organization is working for world peace the activities of this organization and the contributions of Canadian representatives will claim our attention. We should try to understand the aims of this international organization and then study critically the methods that are being used to achieve these aims.

2. Canada's Membership in the British Commonwealth.

This membership is for Canada her most important international link. It may be said that the British Commonwealth and Empire is a model of international partnership in that it is an alliance of nations and peoples working together and standing together on equal terms and believing in democracy as the best safeguard of freedom and peace. The meaning of the bond between Canada and Great Britain should be understood so that the current relations between the Dominion and the motherland can be appreciated.

3. Canada's Relations with the United States.

The history that lies behind the firm friendship between Canada and the United States has been studied and today we have two nations working peaceably side by side, settling all differences by means of arbitration. As neighbours the two peoples have much in common. They eat the same sort of food, read the same books and magazines, see the same

films, listen to the same radio programs, and above all both believe in democracy. The United States is one of Canada's best customers just as Canada is one of the United States best customers. Current events will show the two nations working out their problems in an atmosphere of mutual understanding and friendship.

4. Canada's Trade Treaties.

Because Canada has become one of the great trading nations of the world her prosperity depends largely on her commercial relations with other countries. Markets must be found for Canadian wheat and for pulp and paper products and in return Canada must import the many things that our high standard of living demands. Canada's foreign trade has a direct bearing on our everyday life.

5. Canada's Peace Treaties.

Although three years have gone by since V-J day peace treaties have not yet been agreed upon between the Allied Powers and Germany, Austria and Japan. The world will not be on a truly peace-time footing until the occupation forces have withdrawn from these countries and they are once more free to take their places as independent countries amongst the nations of the world. Wise peace treaties will lay the foundation for world peace whereas unwise and harsh treaties sow the seeds of future wars.

6. The Danger Zones of the World.

The maintenance of world peace is not an easy matter. Whenever political unrest occurs, and today it is to be found in Greece, Palestine, China and elsewhere, there is the germ of a war which might become world-wide if not checked. Canada's attitude towards these foreign problems is of importance to every Canadian.

7. Canada's Relations with Russia and Other Foreign Powers.

Although Canada's policy towards Russia as a great world power will be guided by that of Great Britain and the United States, nevertheless wise council on the part of Canadian statesmen is needed in order to solve world problems.

Test your understanding of the above paragraphs. Below are a number of statements. Opposite each write:

(A) If you think the statement agrees with the ideas expressed in these paragraphs.

(D) If you think the statement disagrees with or contradicts the ideas expressed in these paragraphs.

(N) If you think the statement neither agrees nor disagrees with the ideas in these paragraphs.

1. The daily news in the local newspaper gives us a complete picture of world affairs.

2. The United Nations has not made much progress to date in solving the international problems of the world because of the sharp rivalry between the democracies and the communist countries.

3. The unsolved problem of atomic control is a threat to world peace.

4. Canada's membership in the British Commonwealth is that of an equal partner and a free nation.

5. The friendship that exists between Canada and the United States has been established by law. The attitude or opinion of the individual is of little importance in this regard.

6. In spite of the fact that there are many similarities between the way of life of citizens in Canada and the United States, nevertheless, there is a distinct national life in Canada.

7. Fair and honest trade between nations can help to maintain peace in the world.

8. Canada is a self-supporting country and is therefore interested only in her export trade.

9. Canada has little interest in peace treaties now that the war is over.

10. Peace is the result of right living. If individuals and nations are prepared to live according to the ideals of the Christian religion the world will have peace and good will.

11. Since wars can no longer be confined to small areas where they begin but tend to become world wide, an interest in world problems is very important today.

12. In general, the political freedom and liberties of a people are in proportion to their access to information.

The READ, DO and DISCUSS activities which follow will largely be in the nature of a review of the work done throughout the year.

Read.

World Affairs magazine; review items that deal with the topics outlined and any others that are of special importance. Other newspaper and magazine articles that have been collected throughout the year: *Canadian Geographical Journal*, *Maclean's*, etc.

Do.

1. Make up a list of names of persons who have played an important part in world affairs during the year.

2. On an outline map of the world show by diagram or words the important commercial and political agreements between Canada and other countries of the world.

3. Write a report on the work and life of any outstanding Canadian who has worked prominently for Canada in the field of foreign affairs. Examples: General MacNaughton, Mr. Vincent Massey, Mr. MacKenzie King.

4. Write a report on Canada's participation in the United Nations activities.

Guide: *United Nations News*,
United Nations Association,
Wellington St., Ottawa.

Discuss.

1. How can a student become well-informed on world affairs?
2. What are the achievements to date of the United Nations?
3. How can the ordinary individual help to establish peace and good-will in the world?

PUPIL'S NOTEBOOK.

Although much of this sub-problem is review work there will be some new material and some useful summaries to include in the notebook.

- (a) Lists of names of important people.
- (b) Outlines developed in class.
- (c) Notes on classroom reports.
- (d) Maps and diagrams developed in class .

Sub-Problem 3

**WHAT IMPORTANT PROBLEMS ARE FACING
CANADIANS AT HOME?**

(5 periods)

We have just examined Canada's efforts to get along with the other nations of the world. This we have discovered calls for an informed people and wise statesmanship. But before we can hope to be a good neighbour nation we must establish good neighbourliness at home amongst ourselves. In our homeland we have a mixture of peoples some of whom have been here for centuries; others moved in only last week. Some are French speaking and some are English speaking. 'Some live on Vancouver Island and others three thousand miles away in Nova Scotia. Our homeland is divided into nine provinces, the names and position of which are familiar to us, and six distinct geographical divisions: (1) the Cordillera system, the name given to the mountainous regions of British Columbia; (2) the interior plains of the prairie provinces; (3) the Canadian Shield, that large U-shaped plateau around the Hudson's Bay, a rugged country, rich in mineral deposits; (4) the St. Lawrence Lowlands, a fertile country containing Canada's two largest cities; (5) the Appalachian Hills to the east of which are the Maritime Provinces; (6) the Arctic Archipelago, Canada's northern islands which extend from the Canadian Shield to the North Pole, the land of the Eskimos. In spite of the many divisions Canada is one nation, a wide Dominion welded together by the efforts of the Fathers of Confederation. Our task is to understand the problems of this vast country of ours so that, wherever we live, we can appreciate the difficulties experienced by peoples in other provinces. By this means we can maintain and strengthen Canadian unity.

The following list of general topics may help to guide the student in the selection of important aspects of Canadian domestic affairs for study in this section of the course.

Canada's federal system, in which the responsibility of government is divided between the Dominion government at Ottawa and the provincial governments in the nine provinces, was laid down in the British North America Act of 1867. But those who framed this Act could not anticipate the great changes that have taken place with the development of Canada. As conditions change so the relations between the provincial governments and the Dominion government must be flexible enough to yield to the new situation in order to meet with the wishes of the people. To understand the problems of Dominion-Provincial relations we should study sections 91 and 92 of the BNA Act that deal with the spheres of responsibility of the Dominion and the provincial governments. This will enable us to follow current Dominion-Provincial problems.

2. Canada's Labor Problems.

Largely through the efforts of the trade union movement the working man today is no longer the underpaid, underprivileged and oppressed individual that worked in the factories a hundred years ago, condemned to work long hours often under unhealthy conditions and to live and raise a family in miserable city slums. Labour can now bargain with employers. Events of the past two years have proved the strength of organized labor.

Governments have also played a part in the movement for a better deal for the working man. In Alberta our Labour Act protects the workingman so far as hours of work, minimum wages, labor welfare, holidays with pay and unfair labor practices are concerned and provides for the settlement of disputes between employers and employees. A nation-wide unemployment insurance scheme collects a small weekly contribution from the worker in many occupations who, when unemployed, is entitled to receive a weekly insurance benefit until he returns to work. The Workmen's Compensation Act provides assistance to workers who receive injuries while at work.

The trade unions have assumed heavy responsibilities not only towards the workingman but towards the welfare and the common good of everyone in the country. The satisfactory and just settlement of Canada's labor problems through government or union action is of vital interest to us all.

3. Special Economic Problems of the Western Provinces.

The prairie provinces are rich in agricultural resources, producing yearly vast quantities of wheat, meat, poultry and other farm products but they are many miles from the markets in which these products are sold. The rich deposits of coal in Alberta are a long way from the industrial towns in Eastern Canada. The long haul from the prairies to the eastern or western ports makes the question of railway freight rates one of great importance to people in the west. The effective marketing of agricultural products is also a question of vital importance to the west. The policy of the Dominion government with respect to these problems should claim our attention.

Test your understanding of the above paragraphs. Below are a number of statements. Opposite each write:

- (A) If you think the statement agrees with the ideas expressed in the above paragraphs.
- (D) If you think the statement disagrees with the ideas expressed in the above paragraphs.
- (N) If you think the statement neither agrees nor disagrees with the ideas expressed in the above paragraphs.

1. Under the federal system of government as it exists in Canada power is divided between the Dominion and the Provincial government

in such a way that matters of local provincial interest are looked after by the provincial government and matters of general concern to the whole of the Dominion are in the hands of the Dominion government.

- 2. In such a large country as Canada there will always be many different notions, different ways of doing things and different solutions for Canadian problems. Canadian unity does not depend on uniformity in every thought and action.
- 3. In a democracy legislation must have the co-operation, good will and support of the people in order to work well.
- 4. A revised BNA Act would solve the domestic problems of Canada.
- 5. The Trade Union enables the working man to bargain with the employer in matters of wages and working conditions.
- 6. The Alberta Labor Act provides for the payment of unemployment benefits.
- 7. Many workers and their dependents in Alberta are protected in case of accident, disease or death arising from or taking place at their work by the Workmen's Compensation.
- 8. The prosperity of the prairie provinces depends on the production and marketing of farm products.
- 9. A good example of a dominion-provincial problem is the fixing of railway freight rates that are fair to all provinces and to the railway companies.
- 10. Canadian domestic problems can best be solved when they are clearly understood and intelligently discussed by an informed public.

The following class and individual activities may now be undertaken under arrangements similar to those for the previous sub-problems.

Read (one or more of the following).

The World of Today, pages 311-325.

The Story of Britain and Canada, pages 199-202.

Canadian Democracy in Action, pages 52-68.

Do.

- 1. Prepare a report on the items of importance that have been the object of discussion between the Dominion and the Provincial governments in the current school year. Outline the problems and the solutions reached.

Guide: *World Affairs*.

- 2. Prepare a report on the labour problems of the current year.

Guide: *World Affairs*.

Labor Review (Dept. of Labor, Ottawa).

3. Prepare a report on other outstanding domestic problems that have claimed dominion wide attention during the year.

Guide: *World Affairs*.

4. Draw a cartoon illustrating any of the problems that have been examined.

5. On an outline map of Canada indicate by words and diagrams the location and nature of Canadian domestic problems.

6. Make a list of persons who have played a prominent part in the settlement of Canada's domestic problems of the current year.

Discuss.

1. Would the Canadian people benefit by an extension of the power of the Dominion government and a consequent reduction in the power of the provincial governments?
2. Have labor unions become too strong?
3. Is Canada really one country or just nine provinces loosely bound together by the BNA Act?

PUPIL'S NOTEBOOK.

Should now contain:

- (a) Summary of reading done.
- (b) Notes or class reports.
- (c) Notes on work done in class.
- (d) Newspaper clippings concerning problems discussed in class.
- (e) Copies of charts and diagrams developed in class.

Pretest Review.

Turn to your answers to the pretests.

Read them over and make any changes you think fit.

Compare your answers with these:

Question	1	2	3	4	5	6	7	8	9	10	11	12
Page 81	A	D	D	A	A	A	A	D	D	A	A	A
Page 83	A	D	A	D	D	A	A	D	A	A		
Page 85	D	A	A	A	D	A	A	D	D	A	A	A
Page 87	A	A	A	D	A	D	A	A	A	A		

Audio-Visual Aids obtainable from the Audio-Visual Aids Branch, Department of Education.

Films.

Aeroplane Changes the World Map, T-1.
Flight Six (TCA), T-354N.
From the Four Corners (England, N.Z., Australia, Canada), T-344N.
Germany Surrenders, T-268.
Highways North (Alaska Highway), T-16.
Invasion of Rome, Q-189.
Italy Surrenders, Q-238.
Northwest by Air (Edmonton to Whitehorse), T-86.
Now the Peace (1945), T-358N.
Our Shrinking World (Development of Transportation and Communication), T-278.
Our Earth (World Geography), T-76.
Sicily, Key to Victory, T-338N.
Victory in Sicily, Q-225.
World We Live In (The Planet, Earth), T-276.

Filmstrips.

Conquest of Sicily, P-736.
Egypt to Italy, P-285.
Italian Campaign, P-737.
Liberation of France, P-741.
United Nations at Work, The, P-5.

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